THE EFFECT OF LEXICAL APPROACH METHOD TOWARD STUDENTS' ACHIEVEMENT IN READING RECOUNT TEXT (An Experimental Study at MTsN 2 Rejang Lebong, at Grade VIII in Academic Years 2017-2018)

THESIS

This Thesis is Submitted to Fulfill the Requirement for "Sarjana" degree in English Tadris Study Programs

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Assalamu`alaikum wr.wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi atas nama : **Libero Sagitarius, NIM. 12552004** mahasiswa STAIN Curup Prodi Pendidikan Bahasa Inggris, yang berjudul **"The Effect of Lexical Approach Method Toward Student's Achievement In Reading Recount Text (An Experimental Study At The Second Grade Students of MTSN 02 Rejang Lebong In Academic Year 2017/2018) "** . Sudah dapat diajukan dalam sidang munaqasah Sekolah Tinggi Agama Islam Negeri (STAIN) Curup.

Demikian permohonan ini kami ajukan, agar dapat diterima terlebih dahulu diucapkan terima kasih

Wasaalam mu`alaikum, wr.wb

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PREFACE

The thesis is submitted as a part of the completion for the "sarjana degree" in State Institute for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect. Thus, the writer really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

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بسم الله الرحمن الرحيم

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This thesis entitled **"THE EFFECT OF LEXICAL APPROACH METHOD TOWARD STUDENTS' ACHIEVEMENT IN READING RECOUNT TEXT (An Experimental Study at MTsN 2 Rejang Lebong, at Grade VIII in Academic Years 2017-2018)".** Presented in fulfillment for the degree of strata I in English study program of Tarbiyah of State Institute For Islamic Studies (IAIN) Curup.

In this occasion I would like to express my deepest gratitude to :

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4. All the Lectures and staff of IAIN Curup the researcher would like to thank their guidance in study at the beloved college.

Finally, The writer hope this thesis can help the English teacher and students, who want to learn this subject. The writer realized that this is still far from being perfect. Therefore, any suggestion and comment always welcomed.

Wassalamu'alaikum. Wr.Wb

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Motto and Dedication

Motto:

- ➢ *Makes everyone happy wherever you are*

- ➢ *Be your self and do the best for your life*

- ➢ *Do not ever give up until you get ambition*

- ➢ *Patient is a key for success*

- ➢ *Your future is determined by what you start today*

Dedication:

This thesis is dedicated to:

- ➢ *My Beloved Father **Munafri.S** and my beloved mother **Siti Arjuni** I love you so much and Thanks for your pray and support. You are My Inspiration.*

- ➢ *My Beloved Brother and Sisters, **Takhto Cun Cun, Emelda, Novita Anggraini, Aprilsia and Rusmini**, Thank you for giving me support and always giving me spirit. Joining with you is the happiest time. Thanks for your love and spirit.*

➤ *My dear, **Amelia Anggraini, Amd.Keb**, thanks for always support me in all condition and all time.*

➤ *Thanks to all my best friends (Sucipto, Dwi Lumayanto, Lestari and Dika Rahmad Hidayat). Thanks for everything.*

➤ *Thanks for all of my friends in TBI 2012. Thanks for your friendship.*

➤ *My Almamater IAIN Curup.*

➤ *Everyone who have motivated me that I can't mention one by one.*

ABSTRACT

Libero, Sagitarius.2017 *"The Effect of Lexical Approach Method Toward Student's Achievement in Reading Recount Text* **(An Experimental Study at the Second Grade Students of MtsN 2 Rejang Lebong in Academic Year 2017/2018)"**

Advisor : Sakut Ansori, S.Pd.I, M. Hum
Co-advisor : Eka Apriani, M.Pd

This research is experimental research. The objective of the research is to know the effect of using lexical approach towards students' reading skill at the second grade of MTs N 2 Rejang Lebong. The research wanted to know "is there a significant effect of using lexical approach to improve the students reading skill" at the second grade of MTs N 2 Rejang Lebong. The sample was taken by the researcher based on the test of homogeneity; from the score of homogeneity test the research took class VIII C as experimental group and VIII A as control group. VIII C class consisted of 22 students and VIII A class consisted of 24 students. The data collated was analyzed by using statistic quantitative analysis. The increased of score in control group is not higher than experimental group. In control group, the increased of mean score is 3,00 point. Meanwhile, in experimental group, the increased of mean score is 10,36 point. It can be concluded that teaching reading by using lexical approach is successful to develop students' achievement in reading skill. From the result of post-test calculating, the t-test is 10,36 point, the figure of "t" found out is 3,42 and the value of "t" table is 2.02. So the score of t calculation was higher than the score of t table (3,42 > 2,02). These framed numbers as certain that lexical approach method is effective toward students' reading comprehension significantly. In other words, the lexical approach has good effects to the students in reading comprehension.

Key words: lexical approach, students' achievement

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the four basic skills which are very important to be mastered because it is one of the ways to get information. Reading is also an active-cognitive-process of interacting with print and monitoring comprehension to establish meaning. It means that reading is not only translating process but also a thinking process. In addition, Nunan mentions that reading is a fluent process where the students combine information from a text and their background knowledge to create meaning in order to get comprehension.[1] In other words, reading is the process of getting information about everything of the text based on the students' background knowledge. The students' background knowledge integrates the text to create the meaning. Thus, reading is a mental activity to construct idea from the text being read.

Reading comprehension is the ability to understand and give meaning to written material. The objective of reading is not only for pleasure or gaining knowledge and information, but also for comprehension which is as the basic objective of reading. In other words, reading comprehension is the ability to understand what the readers read. By reading texts, the readers can gain knowledge and information about everything.

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[1] David Nunan. *Practical English Language Teaching. (* New York : McGraw-Hills Companies, Inc. 2003). P. 68

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In English subject at MTsN 2 Rejang Lebong, it is not easy to teach reading comprehension. It needs seriousness, not only for the students to learn but also for the teacher to teach. Based on the pre-observation, the researcher found that the strategy which the teacher used in teaching and learning process still could not improve the students reading comprehension. It can be seen from the condition of the class when the teacher applied the strategy. Some students looked so bored with the strategy, and they also felt hard to understand what the material was, as the effect, the students' mark in reading comprehension was not as good as what the teacher hopes.

Based on the interview with the English teacher there, many students have difficulties in understanding texts that they read. Besides, on the teacher's experience, many students could not answer questions on functional text correctly. Most of the students got the scores under the minimum score Achievement (KKM) of English which refers to 70. These can be caused by many factors such the conditions that the students lack of vocabularies, and have difficulties in knowledge of structure[2]. On the students' side, the students also say that they feel really hard to understand the materials especially in reading texts. Reading comprehension is a hardworking, boring and unrewarding to do. They felt bored because the teacher just gave them a text and questions while learning. It may usually happen because the teacher

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[2] Maya Sari, English Teacher at MTsN 2 Rejang Lebong. *Interview.* On March 10th 2016

applies uninteresting strategy for learning. Subsequently it indicates that the teacher needs to implement a new strategy or method in teaching reading.

In addition, from the phenomena above, the researcher tried to apply one of the method to solve the students' problems in the learning of reading comprehension especially in recount text. The method is lexical approach, According to Micahel Lewis, lexical approach is central in creating meaning, grammar plays a secondary role in managing meaning. When this principle is accepted, the logical implication for teachers is that we should spend more time helping learners develop their stock of phrases, and less time on grammatical structures[3]. As a teaching method it is intended to teach students a variety of ways to respond to any text. By this method, the students can develop their ideas and make discussion with their friends. This strategy helps them share ideas, opinion and knowledge about the texts being read. In this research, the reseracher is interested to investigate reading text especially recount text. Because many recount texts are taught in second grade students of junior high school. From the English syllabus for the second grade students, recount text material has greater percentage than the other material so that the researcher chose recount text. Furthermore, the researcher chose recount text because this text appears on the teaching and learning process

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[3] Michael Lewis. 1997. *Implementing the Lexical Approach : Putting Theory into Practice*. Language Teaching Publication.

which has many varieties of text such personal experience, someone's experience, biography, and history.

Based on the background above, the researcher conducted experimental research. So, the research focused on "*The Effect of Lexical Approach Method Toward Students' Achievement in Reading Recount Text* (An Experimental Study at the Second Grade Students of MTsN 2 Rejang Lebong in Academic Year 2017/2018)".

B. Research Questions

Based on the background above, the problems are formulated as follows;

1. How is the students' achievement in reading recount text under the teaching by using conventional method?

2. How is the students' achievement in reading recount text under the teaching by using lexical approach method?

3. How is the effect of lexical approach method toward students' achievement in reading recount text?

C. Objective of the Research

The objective of this research is to investigate:

1. To find out the students' achievement in reading recount text under the teaching by using conventional method.

2. To find out the student' achievement in reading recount text under the teaching by using lexical approach method.

3. To know the effect of lexical approach method toward students' achievement in reading recount text.

D. Operational Definition

The explanation of definition is given in order that the title is easy to understand, operational definitions are clarified as follows;

1. Lexical Approach method

   Lexical approach is a method of teaching foreign languages. This method described by Michael Lewis in the 1990s. Lexical approach is central in creating meaning, grammar plays a secondary role in managing meaning. When this principle is accepted, the logical implication for teachers is that we should spend more time helping learners develop their stock of phrases, and less time on grammatical structures[4].

2. Recount Text

   Recount text is a text which retell about past events. It is one of text that taught by the English teachers in junior high school. This text mostly appears in the second grade student in junior high school.

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[4] Michael Lewis. *Op.Cit*. 1997

E. Hypothesis

According to Gulo a hypothesis is a speculation concerning either observer or expected relationship phenomena[5]. In addition, Arikunto states that hypothesis is a temporary answer for the research problem, until it can be prove by the collected data.[6]

This research is to answer the question about whether or not the use of collaborative strategy is effective to improve students reading comprehension. To get the answer of question, the researcher proposed alternative hypothesis (Ha) and null hypothesis (Ho) as follows:

1. Alternative Hypothesis (Ha):

   "There is effect on students' reading scores taught by lexical approach rather than taught by conventional technique"

2. Null Hypothesis (Ho):

   "There is no effect on students' reading scores taught by lexical approach rather than taught by conventional technique"

F. Delimitations of the Research

This research is only delimited on measuring the effect of Lexical Approach method toward students' achievement in reading comprehension. The reseracher is interested to investigate reading text especially recount text.

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[5] Gulo, W, *Metodologi Penelitian*, (Jakarta : Gramedia,2007)

[6] Arikunto, S.*Prosedur Penelitian suatu pendekatan Praktek*, (Jakarta : Rineka Cipta.2010)

Because many recount texts are taught in second grade students of junior high school. From the English syllabus for the second grade students, recount text material has greater percentage than the other material so that the researcher chose recount text.

G. The Significance of the Research

There are three significances of this research such as the following:

1. The English teacher

    The result of this research is to give the information for the English teacher (Especially in MTsN 2 Rejang Lebong) about the lexical approach method in teaching reading to students' reading comprehension. Beside of that, the English teacher can use lexical approach as an alternative method in teaching reading.

2. The Students

    From this research, the researcher also expects to the students. To help them easier in comprehending English reading, by this method the students know what they read, not only read but they get the point from the activity.

3. The researcher

    The result of this research is expected to the researcher can give new knowledge and new method that can be used in teaching reading. The teaching method will help the researcher in teaching in the future time.

The Researcher hopes that in the next time, the researcher can use the lexical approach in teaching reading subject.

H. Research Organization

The systematic of this research is formed into Chapter I, II, III, IV and V. Every chapter had each own sub title. Chapter I is Introduction that contained the background of the research, the research questions, the limitation of the research, objective of the research, hypothesis of the research, significance of the research, operational definition and research organization. Chapter II is Review Of Related Literature that involved definition of reading, reading comprehension , the objective of reading, the types of reading text, Lexical approach method and previous related study. Chapter III is Methodology Of The Research that consisted of kind of the research, population and sample of the research, procedure of the research, technique of collecting data, research instrument, validity and reability instrument test, technique for collecting data analysis. Chapter IV is Finding And Disscussion that consisted of the descriptions of finding and discussion. Chapter V Conclusion And Suggestion provided conclusion and suggestions.

CHAPTER II
REVIEW OF THE LITERATURE

A. Reading Comprehension

According to Rayner, "Reading comprehension is defined as the level of understanding of a text.[7] This understanding comes from the interaction between the words that are written and how they trigger knowledge outsides the text/message. Reading comprehension is an interactional, active, and interactive process that occurs before, during and after a person reads a particular piece of writing. Reading comprehension is one of the pillars of the act of reading. When a person reads a text, he or she engages in a complex array of cognitive process.

Based on the explanation above, it can be concluded that reading comprehension is an interactive and purposeful activity done by the readers to grasp the written messages or text. The readers try to get information from the text. To grasp the information, the readers need the background of knowledge related to what is read, experience, and emotion in constructing the meaning of the text. Their

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[7] Keith Rayner, Barbara. R. Foorman, Charles A. Perfetti, David Pesetsky, and Mark S. Seindenberd. *How Psychological Science Inform the Teaching of Reading. (*Psichological Science in the Public Interest, 2003). P. 31

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comprehension can be used not only to find information of what they read but also to apply the information for their lives.

The purpose of reading is to obtain comprehension. Whereas, comprehension is the power to understand something and to improve one's understanding. In addition, exercise aims at improving or testing one understanding of a language (written or printed).[8] One of the most effective ways for high school students to expand their comprehension and vocabulary skills is to read widely in nonfiction, essays and memories in particular.[9]

The method to developing reading comprehension student who can perform their ability in reading does not lie to use the strategies increase their reading, so that the student may:

a. Establish a goal of principal, part to reading.

b. During, before, and after reading the students have to ask the questions.

c. A drawing, map, chart, diagram, have to be shown through retelling story that they have understood the purpose of what they have read.

d. Teacher writers a little paragraph or story to identify the topic sentences.

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[8] A.S. Homby. 1995. *Oxford Advance Learner's Dictionary*. Oxford University Press. P. 235
[9] Carol Chaitkin, Let's Review :*Comprehensive English*. (New York, English Department Head Great Neck High School, 1994). P. 141.

e. Teacher monitors and summarize when what students have read is good.

Good and poor comprehension

a. Good comprehension.

Reading comprehension may have ability to pronounce the printed word. Good comprehend are capable of mastering the word accurately. May students have master thousand of words or vocabularies, Good readers always pay much attention to the information relevant their purpose by read in the largest unit appropriate with the task.

b. Poor comprehension.

The poor readers are more concerned with word identification. They read the text in a word by word manner with a minimum of task organization at a higher level. When the materials are read, the students can understand. The poor comprehension on reading may increase obstacles to face unfamiliar word, uncorrected errors especially in oral reading were made by students. It they cannot cut the meaning of the task, they get difficulties to correct their problems on the reading task.

B. Teaching Reading Comprehension

Teaching reading is a process of making the students able to read both in pronouncing and comprehending. Therefore, in the process of teaching reading, the teacher should be able to make students capably read with correct pronunciations and good acquisition of the meaning from what is read. If they can read well but they cannot get the meaning of what is read, it means that they cannot comprehend what they have read.

According to Moats, teaching reading is a job for an expert.[10] It is contrary to the popular theory stating that learning to read is natural and easy. Concerning with this theory, learning to read is a complex linguistic achievement. That statement implies that to accommodate students' variability, the teacher must instruct students directly, systematically, and explicitly to decipher words in print, all while keeping in mind the ultimate purpose of reading, which is to learn, to enjoy and to understand.

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[10] Moats, Louisa C. *Teaching Reading is Rocket Science.* New York University of Texas. 1999. P.11. Retrieved from : http://wik.ed.uiuc.edu/index.php/Reading_comprehension On April 10th 2016

There are some classifications of reading comprehension skill according to the Barrett Taxonomy.[11] The levels of comprehension are stated as the following below:

1. Literal

    Literal comprehension focuses on information which is explicitly stated in the text.

2. Reorganization

    At this, the students themselves have to organize some information explicitly expressed. They may have to summarize information or to handle it in different sequence.

3. Inferential

    Here, the students are required to find the information which is not explicably stated in the passage. They have to make use of their own experience and invitation, and to possibly predict outcomes.

4. Evaluate

    This level to response requires the students to make judgment. This stage may require them to make use of their own knowledge regarding a particular subject.

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[11] Clymer. *The Barret Taxonomy of Cognitive and Affective Dimensions of Reading Comprehension.* 1968. Retrieved. from : https://www.google.com/search?q=Barret+Taxonomy&ie=utf-8&oe=utf-8 On May 1st 2016

5. Appreciative

At this advanced level of responding texts, the students have to be emotionally and aesthetically sensitive to what they are reading.

In teaching reading comprehension, the teachers have to know about the principles of teaching reading itself. According to Nunan, there are seven principles of teaching reading. They can be viewed as the following below.[12]

1. Exploit the Readers' Background of Knowledge

The readers' background of knowledge can influence reading comprehension. The Background of knowledge includes in all experiences, knowledge of how text is organized rhetorically, knowledge of how one's first language works, and cultural background of knowledge. Those aspects can be activated by setting goals, asking question, making prediction, teaching text structure, and so on.

2. Build the Readers' Vocabulary

Vocabulary is important to a successful teaching. Basic vocabulary should be explicitly taught and the readers

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[12] David Nunan. *Op.cit*. 2003. P.74

should be taught to use context to effectively guess the meaning of less frequent vocabulary.

3. Teaching for Comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension than on teaching the readers how to comprehend. Monitoring comprehension is essential to successful teaching. Part of monitoring process includes verifying the necessary adjustment when meaning is not obtained.

4. Work on increasing Reading Rate

One great difficulty in second language reading classroom is that even when language learners can read, much of their reading is not fluent. Often, to assist students in increasing their reading rate, the teachers over emphasize accuracy which impedes fluency. The teachers must work towards finding a balance between assisting to improve their reading rate and developing reading comprehension skill.

5. Teaching Reading Strategies

To achieve the expected result, students need to learn how to use range of reading strategies that match their

purpose of reading. Teaching them how to do this should be a prime consideration in the reading classroom.

6. Encourage readers to transform Strategy into Skill

Strategies can be defined as conscious action that learners take to achieve the desired goals or objectives, while a skill is a strategy that has become automatic. This characterization underscores the active role that readers play in the strategy of reading.

7. Strive for Continues Improvement as a Reading Teacher

The quality of the individual teacher is integral to the success of second or foreign language readers. Reading teachers need to be passionate about their work. They should view themselves as facilitators who help each reader discover what work best. Integrating the key principle discussed above can lead to more effective reading instruction.

Based on the theory above, it can be concluded that the principles of teaching reading are the complete ways to make students get information from the text. The students bring their background of knowledge and build their vocabularies in order to understand a text. They have to know the meaning of words to get comprehension. Besides that, the teacher selects the appropriate

strategy to make students' reading comprehension involved in active process of constructing meaning.

C. Lexical Approach Method

1. Introduction

The lexical approach is a method of teaching foreign languages described by M. Lewis in the 1990s. The key principle of a lexical approach is that "language consists of grammaticalized lexis, not lexicalized grammar."[13] In other words, lexis is central in creating meaning, grammar plays a secondary role in managing meaning. When this principle is accepted, the logical implication for teachers is that we should spend more time helping learners develop their stock of phrases, and less time on grammatical structures. Lexical approach in language teaching refers to one derived from the belief the building blocks of language learning and communication are not grammar, functions, notions, or some unit of planning and teaching but lexis, that is, words and word combinations.[14]

Lexical phrases can be interpreted as a phrase that has a meaning. As an example of "*by the way*", we can not interpret *by* than *the way*. Overall this phrase mean "*omong-omong*". So, in

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[13] Michael Lewis. 1993. *The Lexical Approach,* Hove :Language Teaching Publications.

[14] Jack C.Richards, and Rodgers, S. Theodore. 2001. *Approach and Methods in Language Teaching*. 2nd Ed. Cambridge University Press. P. 132

learning a foreign language, of course there is clear approach so that we can easily master the language without need a lot of time.

2. How is Lexical Approach

The Lexical Approach puts the emphasis on getting students to notice lexical chunks during their exposure to English. This is called "noticing" or "consciousness raising" and is considered the key for language acquisition. The teacher"s role is to help the students develop their "noticing" skill, or in other words, to turn input (language exposure) into intake (language acquisition). Hopefully, the development of the students noticing ability will go beyond the classroom and occur whenever they encounter the language. The following are suggestions how to teach by using lexical approach:

a. Don't teach vocabulary out of context. Try to avoid teaching isolated words. Either collocate them (e.g., bank account, savings account, etc.) or include the word in a realistic structure (I'd like to open an account).

b. With semi-fixed expressions, give other examples of similar words/chunks that are also used in that structure. Generally, don't give more than five examples and try to relate the words in terms of function and/or meaning.

c. Don't spend too much time on fixed expressions, particularly idiomatic ones, as they are normally not used that frequently.

d. Get some collocation dictionaries and encourage students to use them when using classroom material (i.e. "Go through the reading and find the collocations that go with the following words…" "Now use the collocation dictionaries and find other similar collocations for those words."). Also, they can use the collocation dictionary to embellish their writing.

e. Develop or adapt exercises to get students to notice collocations and other lexical chunks in their course material. After doing reading or listening comprehension have students go over the text/tapescript and pick our certain topic-related or function-based lexical chunks.

f. Use Teacher Talking Time to give students practice in noticing lexical items in your speech.

g. Use a task-based approach. Tell students before they read or listen to a text that they will have to do a task relating to the text and have them listen or read for topic or function-related lexical chunks they think they can use for the task. Then compile what the students have

extracted on the board, expand semi-fixed expressions, clarify form, meaning and pronunciation, where appropriate. Then have them use the language in a task relating to the text. Telling them before they deal with the text that they will have to use the lexis they find, is a good way of encouraging noticing and acquisition.

In this research, the researcher focused on the last suggestion in teaching the students by using lexical approach, especially use a task based approach to encourage noticing and acquisition for the students.

3. Lexis in Language Teaching and Learning

The language activities consistent with the lexical approach must be drected toward naturaaly occuring language and toward naturally occuring language and toward raising learners' awareness of the lexical nature of language. Activities of this nature include the following:

a. Intensive and extensive listening and reading in the target language

b. First and second language comparisons and translation, carried out chunk-for-chunk, rather than word-for-word aimed at raising language awareness.

c. Repetition and recycling of activities to keep words and expressions that have been learned active

d. Guessing the meaning of vocabulary items from context

e. Noticing dan recording language patterns and collocations

f. Working with dictionaries and other reference tools

g. Working with language corpuses to research word patnerships, preposition usage, style and so on.[15]

4. Procedure Lexical Approach Method

Hill Suggests that classroom procedures involve :

a) Teaching individual collocations,

b) Making students aware of collocation,

c) Extending what students already know by adding knowlegde of collocatios through encouraging students to keep a lexical notebook.

In this research, the researcher adopted the procedure or activities of using Lexical Approach in teaching with A Task-Based approach, from Ken Lackman[16] :

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[15] Olga Moudraria. 2001. *Lexical Approach to second language teaching.* Center for applied Linguistics. (ERIC Digest, EDO-FL-01-02).

[16] Ken Lackman & Associates Educational Consultans. *Lexical Approach Activities.* Retrieved. from : https://kenlackman.com/files/LexicalActivitiesBook102.pdf On May 5st 2016

a. Use any warmer which gets Ss thinking about the topic/content and introduced the text

b. Assign topic or task-related noticing task e.g., "Read the text and look for collocations and/or expressions". Tell students to underline the lexical chunks on their copy of the text

c. Elicit the lexical chunks that the students found and write them on the whiteboard

d. Explain meaning where necessary and elicit/provide slot fillers in semi-fixed expression

e. Get students to practice using the lexical chunks in reading

f. Assign comprehension questions.

g. Elicit the answer.

M. Lewis gives the following example of how a teacher extends learners' knowledge of collocations while giving feedback on a learner's error.[17]

S : I have to make an exam in the summer.

[17] Lewis, Michael. 2000. There is nothing as practical as a good theory. In M. Lewis (ed.), *Teaching Collocation: Further Developments in the Lexical Approach.* London: Language Teaching Publications. P. 20-21

(T indicates mistake by facial expression)

S : I have to make an exam.

T : (Writes 'exam' on the board.)

    What verb do we usually use with "exam"?

S2 : Take.

T : Yes, that's right. (Writes "take" on the board.)

    What other verbs do we use with "exam"?

S2 : Pass.

T   : Yes. And the opposite?

S   : Fail.

T   : Yes.

    (Writes "pass" and "fail" on the board.)

    And if you fail an exam, sometimes you can do it again.

    What's the verb for that? (Waits for response.)

    No? OK, retake. You can retake an exam.

    (Writes "retake" on the board.)

    If you pass an exam with no problems, what can you say? I passed . . ..

S2   : Easily.

T   : Yes, or we often say 'comfortably'. I passed

> comfortably.
>
> What about if you get 51% and the pass mark is 50%?
>
> What can you say? I .... (Waits for response)
>
> No? I just passed. You can also just fail. (Writes on
> the board)

5. Nature of the lexis

There is a distinction between *vocabulary*, traditionally thought to be constituted of single items, and *lexis*, which includes not only the single words but also the word combinations that we store in our mental lexicons. Lexical approach advocates argue that language consists of meaningful chunks that, when combined, produce continuous coherent text, and only a minority of spoken sentences are entirely novel creations. Michael Lewis present this taxonomy of Lexical items:

a. words (e.g., book, pen)

b. polywords (e.g., by the way, upside down)

c. collocations, or word partnerships (e.g., community service, absolutely convinced)

d. institutionalized utterances (e.g., I'll get it; We'll see; That'll do; If I were you . . .; Would you like a cup of coffee?)

e. sentence frames and heads (e.g., That is not as . . . as you think; The fact/suggestion/problem/danger was . . .) and even text frames (e.g., In this paper we explore . . .; Firstly . . .; Secondly . . .; Finally . . .)

The Lexical Approach pays attention not only to single words but more importantly to collocations and institutionalized utterances and sentence frames. Michael Lewis states that "instead of words, we consciously try to think of collocations, and to present these in expressions. Rather than trying to break things into ever smaller pieces, there is a conscious effort to see things in larger, more holistic, ways".

6. Collocations

A collocation is the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency and is not determined by logic or frequency, but is arbitrary, decided only by linguistic convention. Some collocations are fully fixed, such as:

a) to catch a cold

b) rancid butter

c) drug addict

Other Collocations are more or less fixed and can be completed in a relatively small number of ways, as in the following examples:

a. blood / close / distant / near(est) relative

b. learn by doing / by heart / by observation / by rote / from experience

c. badly / bitterly / deeply / seriously / severely hurt

7. Lexis in the classroom

Central to the lexical approach is the focus on teaching real English and a shift away from the artificial language found in ELT textbook and which is drawn from the intuition of textbook designers. In fact, the approach contends that the language course books teach is "not what people really say." That is why it is urgent to avoid distorting the language with course book writer intuition and access the authentic language via corpora (a large amount of written and sometimes spoken material collected to show the state of a language). Intuition often fails to accurately reflect the real use of language. Corpora, however, can instantly provide us with the relative frequencies, collocations, and prevalent grammatical patterns of the lexis in question across a range of genres. In

addition, light is shed on lexical variation. This leads to the collection of thousands of vocabulary items that cannot be taught in the traditional PPP (Present-Practice-Produce) framework. So how does the Lexical Approach deal with the teaching part? Even if the approach doesn't present a clear theory of learning there are some hints about how the teaching looks like within the approach.

a. Successful language is a wider concept than accurate language. Emphasis is on successful communication not grammatical mastery.

b. Language is not learnt by learning individual sounds and structures and then combining them, but by an increasing ability to break down wholes into parts. We can also use whole phrases without understanding their constituent parts.

c. Noticing and recording language patterns and collocations.

d. Grammar is acquired by a process of observation, hypothesis and experiment. That is, the Observe-Hypothesise-Experiment cycle replaces the Present-Practise-Produce Paradigm.

e. Grammar exploration instead of grammar explanation.

f. Intensive and extensive listening and reading in the target language.

g. First and second language comparisons and translation—carried out chunk-for-chunk, rather than word-for-word—aimed at raising language awareness.

h. Repetition and recycling of activities.

i. Guessing the meaning of vocabulary items from context.

j. The language activities consistent with a lexical approach must be directed toward naturally occurring language and toward raising learners' awareness of the lexical nature of language.

k. Working with dictionaries and other reference tools.[18]

D. Review of Related Finding

Several related findings to the field of this research had been got by other researchers. The finding was from Della Febrianti from state collage of Islamic studies (STAIN) Curup, 2014. Her thesis was entitled "Teacher's Problems toward Implementing of Collaborative Strategic Reading on Reading Comprehension". The subject of this study was conducted on second grade students of Muhammadiyah boarding school Kampung Delima. Based on her study, she focused on teacher's problems in teaching reading comprehension by using collaborative strategy in teach VIII A and VIII B.

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[18] Michael Lewis. 1997. *Implementing the Lexical Approach : Putting Theory into Practice*. Language Teaching Publication.

The kind of this research was descriptive qualitative method to describe problems. And she used observation, documents, and interview. The result of the analysis shown that the problem faced by teacher are lack of motivation and discipline of some students and limited materials or resources in teaching by using collaborative strategy and the students were disturbed his friends in new vocabularies and difficult to understanding the text. And it made the teacher difficult to make the students interested in study and connect the topic or material and caused the teacher was difficult to implementing collaborative in eighth grade.

However, the previous study was reported above used collaborative strategy, it is not as same as this research. There are some differences between the research and this research. The differences are: It just focused teacher's problem on implementing of collaborative strategy. Whereas, in this study the researcher will use lexical approach to find out the effect toward students' reading achievement in recount text in MTsN 2 Rejang Lebong.

Therefore, based on the explanations above, it can be concluded that the previous study and this research are different. There are three main differences between this research and the previous one. They are the kind of the research, classification of the materials, and procedure of the research.

CHAPTER III

RESEARCH METHOD

A. Kind of The Research

This research used experimental research. Keppel said that experiments included true experiments with the random assignment of subject to treatment conditions and quasi experiments that used non nonrandomized.[19] The experimental research used the treatment to knows the result and it showed how the relation between dependent and independent variable.

This study is the quasi experimental study that is designed in non-equivalent control group design. In this study, there are available two groups which involve experimental and control group. Experimental group indicates the class given the treatment in the form of teaching reading by using lexical approach method. Whereas, the control group is used as the comparative group including the class that is not taught by lexical approach method but it is taught by the habitual teaching method that usually applied by the English teacher previously. Both experimental and control group, they will be given the pre-test and also post-test after the treatment process on the experimental group has been done. Then, the scores of post-test will be contrasted with the scores of pre-test on the data analysis step to acquire the real result of study.

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[19] John W. Creswell, Research Design, Qualitative and Quantitative Approaches (SAGE Publication. London : 1994), p. 10 - 11

Based on explanation above this research used quasi experimental research, which used control and experimental group. The pre-test and post-test can be viewed as the following scheme stated by Sugiono:

$$
\begin{array}{ll}
O_1 & O_2 \\
& X \\
\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots \\
O_3 & O_4
\end{array}
$$
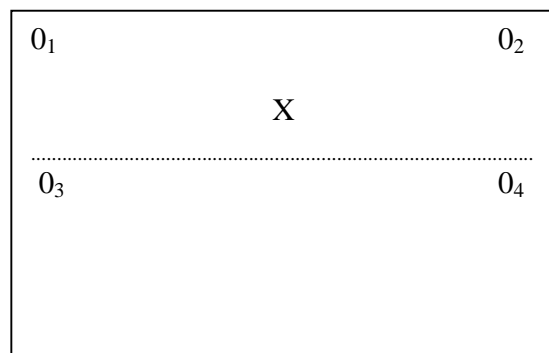
Source: Sugiono, *MetodePenelitianKualitatif, Kuantitatifdan R&D*. 2011[20]

Where:

O$_1$ = Pre-test of experimental group

O$_3$ = Pre-test of control group

O$_2$ = Post Test of experimental group

O$_4$ = Post Test of control group

X   = Treatment

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[20]Sugiono, *MetodePenelitianKualitatif, Kuantitatifdan R&D*, Alpabeta, 2011.

B. **Population and Sample**

1. Population

Population is overall subject of research[21]. Population is region

consisting of generalization; objects or subjects who have certain qualities

and characteristic that set by the researcher to learn and then draw

conclusion. The population is a group the research of the study intended to

apply.[22] The population of this research was all second grade of student at

MTsN 2 Rejang Lebong. It can be seen in table below.

Table 3.1

The Number of Population

NO	Class	Amount
1	VIII A	24
2	VIII B	22
3	VIII C	22
Total of Population		68

(Source: Documentation of MTsN 2 Rejang Lebong)

The researcher chose those classes as the population based on the

characteristic of population referring to the condition that they were in the

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[21] Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarata : Rineka Cipta. 1998). P. 130

[22] Jack Frankell and Normale Wallen. *How Design Evaluate Research in Education*. (MC. Grw. International. 1976). P.78

same age, level, and ability. Moreover, based on the material of syllabus in second grade, almost all of the materials are about recount text. Therefore, based on that reason, the researcher chose second grade students of MTsN 2 Rejang Lebong as the population of this research. The researcher's reason to choose the second grade students because the second grade students are more precisely to be investigated as long as they have many materials about recount text, and they have to learn reading intensively.

2. Homogeneity

Homogeneity can be used studied to several degrees of complexity. For example, consideration of homoscedasticity examine how much the variability of data – values changes throughtout a dataset. However, question of homogeneity apply to all aspects of the statistical distributions, including the location parameter. Thus, a more detailed study would examine changes to the whole of the marginal distribution. An intermediate – level study might move from looking at the variability to studying changes in the skewness. In addition to these, questions of homogeneity apply also to the joint distributions.

The concept of homogeneity can be applied in many different ways and for certain types of statistical analysis, it is used to look for futher

properties that might need to be treated as verying within a dataset once some initial types of non homogeneity have been dealt with.

The means homogeneity test was done to students in population. The homogeneity test has been gotten based on students score in Reading subject in the second grade students of MTsN 2 Rejang Lebong by doing test. Those mean scores can be seen as on the table below.

Table 3.2

The result of Homogeneity test

No	Class	Mean Score
1	VIII A	41,95
2	VIII B	44,54
3	VIII C	41,59

Based on those mean score of three classes above in homogeneity test the researcher took two mean scores which were in the nearest number in which, based on the table above, they were the mean scores possessed by VIII A and VIII C. The table indicated that VIII A and VIII C were the most appropriate classes which could be classified into the level of homogenous ability. So, it could be concluded that VIII A and VIII C had competence that was in homogenous characteristics involving the age, level, burden of learning and ability. In this research, the researcher chose eighth grade students because they have many English reading text to be practiced in English

subject which the curriculum wants to apply reading skill in National examination.

3. Normality

   A normality test is a statistical process used to determine whether a sample was drawn from a normal population or not.

   The hypotheses used are:

   Ho : The sample data are not significant

   Ha : The sample data are significant

   The researcher analyzed by using software SPSS 22.0, with the criteria as the following:

   1. If normality test table result is Sig $\alpha > 0,05$, it means that the data are normal.

   2. If normality test table result is Sig $\alpha < 0,05$, it means tha t the data are not normal.

Table 3.3
The Result Tests of Normality

One-Sample Kolmogorov-Smirnov Test

		Hasil	Kelas
N		22	22
Normal Parameters[a,b]	Mean	56,91	1,00
	Std. Deviation	6,640	,000[d]
Most Extreme Differences	Absolute	,179	
	Positive	,179	
	Negative	-,139	
Test Statistic		,179	
Asymp. Sig. (2-tailed)		,064[c]	

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. The distribution has no variance for this variable. One-Sample
Kolmogorov-Smirnov Test cannot be performed.

In the SPSS output above, in One-Sample Kolmogorov-Smirnov Test column significant result is 0.064>0,05. The significant result of it is greater than 0,05. It means that all the test have distribution data normal. The data taked from First Try Out scores.

4. Sample

Sample is a little part of the amount and characteristic of population. We use a sample to draw about the entire population[23]. As a part of population, sample gives a correct representation regarding the population. Taking sample from population is frequently called in the technical term as "sampling".

The sample in this research, referred to non - probability sample. "Non – probability sample means that the members of population are not given the same opportunity to be the sample. The researcher selects the sample by using some consideration only"[24]. To get the sample, the researcher took two classes processing homogeneity test result from homogeneity test.

So, the sample in this research was VIII A and VIII C because based on the mean scores of the students' marks from homogenity test given by the researcher on the 2nd August 2017, VIII A and VIII C had the nearest mean score with homogenous level. VIII A had acquired 41,95 and VIII C obtained 41,59. The interval on these both classes mean score were the smallest. Therefore, it was obviously clear that these both classes had several homogenous characteristic overwhelming the age, level, burden of learning, ability and etc.

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[23] David S. Moree. *The Basic Practice Of Statistics*. (New York: Purdue University. 1996). P.22
[24] M.Toha Anggoro, et. al. *Metode penelitian*. (Jakarta : PT. Grasindo. 2003) P.56

Then, both classes were classified into experimental and control class. The experimental class was given a treatment that indicates the teaching by giving lexical approach method to the students. Whereas, control class was not be taught by giving lexical approach method, but the technique referred to habitual teaching technique done by English teacher. The researcher selected VIII C as the experimental class and VIII A as the control class.

C. Research Procedures

In this study, the procedure of the study in both experimental and control group can be viewed such as:

1. Procedure of Experimental class

The procedures of activity in treatment used in this research for collecting data in the classroom of experiment are as what the researcher followed below:

a. Give the pre-test

b. Students were given the treatment in which they learnt English Reading based on Lexical approach method

c. The learning activities included these steps:

The application of this method in comprehending text is engaging students to work in small cooperative groups and apply four reading strategies through direct instruction and teacher

modeling. There are some activities in lexical approach method as this following:

(a) Use any warmer which gets Ss thinking about the topic/content and intruduced the text

(b) Assign a gist question and students read or listen to the text to answer it. Give a time limit for a gist reading task

(c) Elicit the answer.

(d) Assign comprehension questions.

(e) Students read or listen to the text and answer the questions.

(f) Elicit the answers (the researcher has the students pair check before doing this)

(g) Assign topic or task-related noticing task e.g., "Read the text and look for collocations and/or expressions". Tell students to underline the lexical chunks on their copy of the text

(h) Elicit thelexical chunks that the students found and write them on the whiteboard

(i) Expalin meaning where necessary and elicit/provide slot fillers in semi-fixed expression

(j) Get students to practice using the lexical chunks in reading

(k) Specify that students have to use lexical chunks that they extracted from the text.

2. Procedure of Control class

In control class, the teacher used the conventional strategy without treatment. The processes are as follow for all materials;

a) The teacher asked the students to collect the task about the last meeting.

b) The teacher asked students to open the books about the material and read the text.

c) The teachers explained the material, and ask the students answer the questions.

d) The teacher gave exercise about the material.

D. Technique for Collecting the Data

Technique of collecting data used by the researcher in doing this study was only relied on the test. "Test is formulating of item examined to the sample of study where the characteristic of sample are based on the need of study".[25] In this study, there were two kinds of test. They were pre-test and post-test which given to either experimental or control class.

1. Pre-test

The researcher gave pre-test to the students in control class and also in experimental class at the second grade students of MTsN 2 Rejang Lebong. This pre-test was given to sample members before

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[25] M. Toha Anggoro,dkk, *Metode Penelitian*, Universitas Terbuka, Jakarta, 2003,P.23

the treatment, lexical approach method, was implemented in experimental class, and before conventional teaching technique was implemented in control class. The form of pre-test was arranged into the multiple choice format which included in one material field as: Recount.

For the criteria of scoring in this study, the researcher relied on the score 0 for incorrect answer and 1 for correct answer. To find out the description of students' reading achievement. The scores of test were analyzed by using the following formula;

Level of mastery = $\frac{\text{The number of correct answer}}{\text{The number of test item}}$ x 100 %

2. Treatment

Treatment is different condition under which experimental and control groups are put usually.[26] That is the reason why the researcher conducted the treatment in experimental group. Every meeting, the researcher did treatment to students in experimental group by using lexical approach method and using conventional strategy in control group.

Table 3.4
The Schedule of The Treatment Per Each Meeting at Experiment Class

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[26] C.R.Khtari, *Research Methodology Method and Technique*. (New Age International Publisher, India,2004). P.35

No	Day/Date	Sequence of Treatment	Theme of Material
1	Wednesday 2 August 2017	Pre-test	Pre-test
2	Tuesday 8 August 2017	First treatment	Granpa's birthday
3	Wednesday 9 August 2017	Second treatment	Albert Einstein
4	Tuesday 15 August 2017	Third treatment	Falling from a Tree
5	Wednesday 16 August 2017	Fourth treatment	Holiday in Yogyakarta
6	Tuesday 22 August 2017	Fifth treatment	Two Burglars
7	Wednesday 23 August 2017	Sixth treatment	My Unforgetable experience I
8	Tuesday 29 August 2017	Seven treatment	My Unforgetable experience II
9	Wednesday 30 August 2017	Post-test	Post-test

The researcher did treatment as long as seven meetings, meanwhile the two other meetings are for pre-test and post-test. The researcher need to collect the data so the researcher did it seven meetings to make sure that all the participants to receive the benefits of lexical approach, this may require providing some treatments to all groups or staging the treatments.[27]

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[27] Op.Cit

3. Post-test

Post-test was given to students after the implementation of lexical approach method has been ended or after treatment hasreally been finished to be given in the experimental group and also if the conventional learning has been ended to do in the control group. After doing the treatment, the researcher gave the post-test to students in order to know the students in both groups, experimental and control group.

E. **Instruments of the Research**

"Instrument is the tool used to collect the data or the needed information"[28]. Instrument in this study involved test regularize in pre and post-test. The test was made by the researcher. The test was made based on the materials in the syllabus on Curriculum KTSP. The reason for using multiple choices format was because multiple choices format made students produce the accurate answers for both correct and incorrect ones. Multiple choices format even facilitated the researcher in correcting the result of students' work. Besides, the researcher decided to make the test in multiple choice based on practical consideration.

There were several steps that the researcher did in developing and constructing the test.

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[28] Ibid., P. 52

1. Writing Blue Print

     The blue print or test content specification consisted of some points: identifying syllabus, determining the objective of the test, level of reading comprehension, kind of the test, number of texts in the test and number of items. In developing and constructing the test the researcher prepared the blue print of the test. The test-blue print described about planning a test before constructing items. It was a guideline in writing a test. Generally, it consisted of what skill of a language being tested, the level of the students, the basic competence to be reached, and the item indicator based on the basic competence, the material of the test, cognitive domains for each items and number of items based on the indicators.

     Identifying syllabus is important because it is related to ensure the content validity. The test must be measured what have to be measure based on the syllabus. The basic competence of reading for second grade students of MTsN 2 Rejang Lebong is that the students are able to respond the meaning and lexical steps in recount texts.

2. Writing the Test

     After writing the blue-print, then the researcher wrote the test items. The reading test consisted of 10 items in multiple choice

formats to make the students give their accurate answers between correct and incorrect ones.

3. Analyzing the Test Validity

Validity is very important in writing a test. In measuring the skill or knowledge, the test must measure appropriately the skill or knowledge. There are some basic requirements of validity of a test which should be attached, construct validity and content validity. To know whether the score obtained from the test is valid or not, validity evidence could be obtained from the test used. The researcher got that the test is validity to the students to be used.

4. Experts Validation

After constructing the blueprint and writing the reading test, the test was validated by expert validation. The expert validation is an expert in reading comprehension subject. In this study the expert validation is the profesional lecturer in STAIN Curup who is an expert in assessment subject. The validator was Mrs. Melli Kusmaningrum, S.PD.I, M.Pd.

5. First Revision

The purpose of first revision is to evaluate test whether there was a test or some points that had to be revised. The researcher revised the test based on the expert validation suggestions. After the expert validation corrected the test which made by the researcher,

and then the researcher revised some items based on the suggestion from the expert.

6. Trying Out the Test

The try out test had the purpose to produce the required data with reasonably valid instrument. The try out was held prior to the real test to be tested. This test was given for the students from another group with the same characteristic as the subjects of this research. The subjects of this study are VIII.C as experimental group, and VIII.A as a control group. So, the researcher was given the tryout test in other classes that is VIII.B students of MTs Negeri 2 Rejang Lebong.

In collecting the data of validity and reliability of the test, the researcher had attempted students by providing the test one but if the result of try out there are many item that not valid the researcher will change the question that not valid and give tryout one more. In this study, the test given to students referred to the instrument of this study.

7. Analyzing the Result of the Try Out

The result of try out was analyzed to estimate the validity and reliability of the test.

a. Validity

Sugiyono said, "Validity is the occasion when there is found similarity between the data collected and the actual data on the object of study"[29]. According to Ngalim Purwanto, "validity is the quality that shows correlation between a certain measuring with meaning or the purpose of studying criteria and behavior.[30] Based on Sugiyono's statement, he recommended that the instrument used in the test had to be correlated with the materials in the syllabus. The validity test was to assure that this study instrument could be proper to become pre and post-test. To know the test validity, the researcher used Pearson formula as the following below :

$$r = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r : Instrument validity
X : Score in First Testing
Y : Score in Second Testing

i. Validity of pre-test try out

$$r = \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$
$$r = 73.616$$

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[29] Sugiyono. *Statistika Untuk Penelitian*. (Jakarta: Rineka Cipta. 1998). P. 172
[30] Ngalim Purwanto. *Prinsip-prinsip dan Teknik Evaluasi Pengajaran. (*Bandung : Remaja Roasdakarya. 1994). P. 137

$$\overline{\sqrt{(72.176)\ (77.200)}}$$

$$r \ = \ \frac{73.616}{\sqrt{5.571.987.200}}$$

$$r \ = \ \frac{73.616}{74.645,74}$$

$$r \ = \ 0.98$$

ii.   Validity of post-test try out

$$r \ = \ \frac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

$$r \ = \ \frac{65.856}{\sqrt{(61936)(\ 70336)}}$$

$$r \ = \ \frac{65.856}{\sqrt{4.356.330.496}}$$

$$r \ = \ \frac{65.856}{66.002,50}$$

$$r \ = \ 0.99$$

In addition, to assure whether the calculation of validity and reliability was valid and reliable or no, the researcher was led by the guide as on the table below:

Table 3.5

The validity Criteria

Correlation Mark	Meaning
0,800 – 1,000	Highest
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Lowest

Based on the criteria of validity so the item on pre test and post-test were valid on very high category in which the score of validity on pre-test and post test try out were 0.98 and 0.99. So the test can be used and given to control and experimental group.

a. **Realiability**

To know the reliability the researcher used the following formula of Spearman Brown as follow:

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy}: Instrument Reliability

X : Score in first testing

Y : score in second testing

N : Number of students in a group

i. Reliability of pre-test try out

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(22)73.616 - (1252)(1276)}{\sqrt{\{(22(72.176) - (1252^2)\}\{(22(77.200)) - (1276^2)\}}}$$

$$r_{xy} = \frac{1.619.552 - 1.597.552}{\sqrt{\{(1.587.872) - (1.567.504)\}\{(1.698.400) - (1.628.176)\}}}$$

$$r_{xy} = \frac{22.000}{\sqrt{\{20.368\}\{70.224\}}}$$

$$r_{xy} = \frac{22.000}{\sqrt{1.430.322.432}}$$

$$r_{xy} = \frac{22.000}{37819,60}$$

$$r_{xy} = 0,58$$

ii. The reliability of post-test try out

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(22)65.856 - (1108)(1176)}{\sqrt{\{(22(61.936) - (1108^2)\}\{(22(70.336)) - (1176^2)\}}}$$

$$r_{xy} = \frac{1.448.832 - 1.303.008}{\sqrt{\{(1.362.592) - (1.227.664)\}\{(1.547.392) - (1.382.976)\}}}$$

$$r_{xy} = \frac{145.824}{\sqrt{\{134.928\}\{164.416\}}}$$

$$r_{xy} = \frac{145.824}{\sqrt{22.184.322.048}}$$

$$r_{xy} = \frac{145.824}{148.944,02}$$

$$r_{xy} = 0,97$$

In addition, the reliability of the writing test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based from Suharto. The value of reliability coefficient he suggests is presented in table 9.

Table 3.6
The Range Score and Interpretation of Reliability

	Index range	Interpretation
Reliability	< .40	Low
	.40 -.69	Moderate
	.70 - .1.00	High

The result showed that the score of reliability calculation of pre test and post test were 0,58 and 0.97 in which, this score were classified into the moderate and high level. Therefore, th were thoroughly obvious that the instrument of this study was reliable. Based on the calculation, it could be concluded that this study instrument had really been appropriate to use in giving pre-test and post-test section of this study.

8. Final Revision

The last stage in developing the test was final revision. In this phase, the writer reviewed the test items based on the outcome of the items analysis regarding the reliability, item discrimination and item difficulty. In discrimination analysis, the poor and very poor items were revised. The revision also considered the item of difficulty analysis.

F. Technique for Analyzing Data

1. Mean Score

To get mean score of pre and post test result in the control group, the researcher used the formula such below:

$$M = \frac{\Sigma Y}{N}$$

Where:

M: Mean score of control group

y: The sum of students score in control group

N: The amount of students at control group

In addition, in order to acquire the mean score of pre and post test-result in the experimental group, the researcher used the formula below:

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

Where:

M: Mean score of experimental group

X: The sum of students score in experimental group

N: The amount of students at experimental group

2. **Standard Deviation**

In gaining the standard deviation of scores in conducting the study at control group, the researcher applied the formula below:

$$SD_y = \sqrt{\frac{\Sigma y^2 - \frac{(\Sigma y)^2}{N}}{N-1}}$$

Where:

SD_Y = standard deviation of control group

Y = The sum students Score of control group

N = The amount of students at experimental group

In addition, to acquire the standard deviation of scores in conducting the study at experimental group, the researcher used the formula below:

$$SD_X = \sqrt{\dfrac{\sum X^2 - \dfrac{(\sum X)^2}{N}}{N-1}}$$

Where:

SD_X: Standard deviation of experimental group

X: The sum student score of experimental group

N: The amount of students at experimental group

3. Hypothesis Testing

In testing the hypothesis devised previously, the researcher used the statistical formula such below:

$$t : \sqrt{\dfrac{M_1 - M_2}{\dfrac{S_1{}^2}{N_1} + \dfrac{S_2{}^2}{N_2}}}$$

Where:

t : t test

M_1: Mean score of the post test at experimental group

M_2: Mean score of the post test at control group

S_1: Standard deviation of post-test result at experimental

group

S_2: Standard deviation of post-test result at control group

N_1: The amount of students at experimental group

N_2: The amount of students at control group

CHAPTER IV

FINDING AND DISCUSSION

A. **Findings of the Study**

1. Students' reading comprehension in control class (using conventional teaching technique)

a. **The result of pre-test**

In this study, conventional teaching technique is implemented in the control class (VIII A). In getting the first data before the learning process, the researcher gave the students the pre-test. The result of pre-test which the researcher has gained can be viewed on the table bellow:

Table 4.1

The data score of students' pre-test in control class

NO	NAME	M/F	SCORE (Y)	Y^2
1	Student 1	M	60	3600
2	Student 2	M	64	4096
3	Student 3	M	52	2704
4	Student 4	M	60	3600
5	Student 5	M	68	4624
6	Student 6	F	68	4624
7	Student 7	F	48	2304
8	Student 8	M	56	3136

9	Student 9	F	56	3136
10	Student 10	M	52	2704
11	Student 11	M	68	4624
12	Student 12	F	56	3136
13	Student 13	M	56	3136
14	Student 14	M	44	1936
15	Student 15	M	68	4624
16	Student 16	M	56	3136
17	Student 17	M	52	2704
18	Student 18	F	64	4096
19	Student 19	M	72	5184
20	Student20	M	64	4096
21	Student 21	M	48	2304
22	Student 22	F	44	1936
23	Student 23	F	64	4096
24	Student 24	F	56	3136
	Sum		1396	82672

- **Mean Score**

$$M_2 = \frac{\sum Y}{N}$$

$$= \frac{1396}{24}$$

$$= 58,16$$

- **Standard Deviation**

N^2 = 24

Y = 1396

Y^2 = 82672

M_2 = 58,16

S_2 =.....?

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{82672 - \frac{(1396)^2}{24}}{24-1}}$$

$$S_2 = \sqrt{\frac{82672 - \frac{1948816}{24}}{23}}$$

$$S_2 = \sqrt{\frac{82672 - 81200,66}{23}}$$

$$S_2 = \sqrt{\frac{1471,34}{23}}$$

$$S_2 = \sqrt{63,97}$$

$$S_2 = 7,99$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from control class. The researcher presents the calculation in following table :

Table 4.2

Pre-test result of control group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	72	44	1396	58,16	7,99

b. The result of post-test

In facilitating to understand the condition of students' reading ability after the conventional teaching technique is implemented, it is measure based on the result of post-test given 24 students in control class or (VIII.A). The result of post-test in control class can be viewed based on the table below:

Table 4.3

The score of students Post-test in control class:

NO	NAME	M/F	SCORE (Y)	Y^2
1	Student 1	M	56	3136
2	Student 2	M	68	4624
3	Student 3	M	52	2704
4	Student 4	M	56	3136
5	Student 5	M	68	4624
6	Student 6	F	72	5184
7	Student 7	F	52	2704
8	Student 8	M	60	3600
9	Student 9	F	56	3136
10	Student 10	M	60	3600
11	Student 11	M	80	6400
12	Student 12	F	60	3600
13	Student 13	M	56	3136
14	Student 14	M	56	3136
15	Student 15	M	68	4624
16	Student 16	M	60	3600
17	Student 17	M	56	3136
18	Student 18	F	76	5776
19	Student 19	M	72	5184
20	Student20	M	56	3136

21	Student 21	M	52	2704
22	Student 22	F	48	2304
23	Student 23	F	64	4096
24	Student 24	F	64	4096
	Sum		1468	91376

- **Mean Score**

$$M_2 = \frac{\sum Y}{N}$$

$$= \frac{1468}{24}$$

$$= 61,16$$

- **Standard Deviation**

$N^2 \quad = 24$

$Y \quad = 1468$

$Y^2 \quad = 91376$

$M_2 \quad = 61,16$

$S_2 \quad = ...?$

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{91376 - \frac{(1468)^2}{24}}{24-1}}$$

$$S_2 = \sqrt{\frac{91376 - \frac{2155024}{24}}{23}}$$

$$S_2 = \sqrt{\frac{91376 - 89792,66}{23}}$$

$$S_2 = \sqrt{\frac{1583,34}{23}}$$

$$S_2 = \sqrt{68,84}$$

$$S_2 = 8,29$$

The result of post test is used to get the highest score, the lowest score, total score and the mean score from control class. The researcher presents the calculation in following table :

Table 4.4

Post-test result of control group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Control	80	48	1468	61,16	8,29

c. **The Analysis of pre test and post test result**

In analyzing of pre test and post test result, the score of control groups were compared to see whether the conventional strategy give the effect or not. The following table may help clarification and contain of comparative result from pre test and post test.

Table 4.5

The Comparative result between pre test and post test in control group

Group	Mean Score		Standard Deviation		Students who gained the score > 70		Students who gained the score < 70	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	58,16	61,16	7,99	8,29	1	4	23	20

2. **Students' reading comprehension in experimental group (using lexical approach)**

a. **The result of pre-test**

The condition of students' reading comprehension especially in recount text ability can be viewed based on the result of pre-test to 23 students having seat on the experimental class or (VIII C). Concerning

with the result of post test in experimental class, it can be seen on the displayed data as the following table :

Table 4.6

The data score of students' pre-test in experimental group

NO	NAME	M/F	SCORE (X)	X^2
1	Student 1	M	52	2704
2	Student 2	M	56	3136
3	Student 3	F	44	1936
4	Student 4	M	48	2304
5	Student 5	M	64	4096
6	Student 6	M	60	3600
7	Student 7	M	60	3600
8	Student 8	F	64	4096
9	Student 9	M	64	4096
10	Student 10	F	68	4624
11	Student 11	F	60	3600
12	Student 12	M	64	4096
13	Student 13	M	44	1936
14	Student 14	M	60	3600
15	Student 15	F	72	5184
16	Student 16	M	68	4624

17	Student 17	M	56	3136
18	Student 18	M	56	3136
19	Student 19	M	48	2304
20	Student20	F	60	3600
21	Student 21	F	60	3600
22	Student 22	M	48	2304
	Sum		1276	75312

- **Mean Score**

$$M_2 = \frac{\sum X}{N}$$

$$= \frac{1276}{22}$$

$$= 58$$

- **Standard Deviation**

N^2 = 22

X = 1276

X^2 = 75312

M_2 = 58

S_2 =.....?

$$S_2 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{75312 - \frac{(1276)^2}{22}}{22-1}}$$

$$S_2 = \sqrt{\frac{75312 - \frac{1628176}{22}}{21}}$$

$$S_2 = \sqrt{\frac{75312 - 74008}{21}}$$

$$S_2 = \sqrt{\frac{1304}{21}}$$

$$S_2 = \sqrt{62,09}$$

$$S_2 = 7,87$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from control class. The researcher presents the calculation in following table :

Table 4.7

Pre-test result of experimental group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation

Experimental	72	44	1276	58	7,87

b. The result of post-test

The condition of students' reading comprehension after lexical approach is implemented can be viewed based on the result of post-test to 23 students having seat on the experimental group or (VIII C). Concerning with the result of post-test in experimental group, it can be seen on the displayed data as the following table :

Table 4.8

The data of post-test of experimental group

NO	NAME	M/F	SCORE (X)	X^2
1	Student 1	M	68	4624
2	Student 2	M	64	4096
3	Student 3	F	68	4624
4	Student 4	M	64	4096
5	Student 5	M	72	5184
6	Student 6	M	68	4624
7	Student 7	M	76	5776
8	Student 8	F	64	4096
9	Student 9	M	68	4624

10	Student 10	F	76	5776
11	Student 11	F	64	4096
12	Student 12	M	64	4096
13	Student 13	M	72	5184
14	Student 14	M	60	3600
15	Student 15	F	80	6400
16	Student 16	M	68	4624
17	Student 17	M	68	4624
18	Student 18	M	68	4624
19	Student 19	M	64	4096
20	Student20	F	76	5776
21	Student 21	F	76	5776
22	Student 22	M	56	3136
	Sum		1504	103552

- **Mean Score**

$$M_2 = \frac{\sum X}{N}$$

$$= \frac{1504}{22}$$

$$= 68,36$$

- **Standard Deviation**

N^2 $= 22$

X $= 1504$

X^2 $= 103552$

M_2 $= 68,36$

S_2 $=.....?$

$$S_2 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{103552 - \frac{(1504)^2}{22}}{22-1}}$$

$$S_2 = \sqrt{\frac{103552 - \frac{2262016}{22}}{21}}$$

$$S_2 = \sqrt{\frac{103552 - 102818,91}{21}}$$

$$S_2 = \sqrt{\frac{733,09}{21}}$$

$$S_2 = \sqrt{34,90}$$

$$S_2 = 5,90$$

The result of pre test is used to get the highest score, the lowest score, total score and the mean score from control class. The researcher presents the calculation in following table :

Table 4.9

Post-test result of experimental group

Group	Highest Score	Lowest Score	Total Score	Mean Score	Standard Deviation
Experimental	80	56	1504	68,36	5,90

c. The Analysis of pre test and post test result

In analyzing of pre test and post test result, the score of experimental groups were compared to see whether the conventional strategy give the effect or not. The following table may help clarification and contain of comparative result from pre test and post test.

Table 4.10

The Comparative result between pre test and post test in experimental group

Group	Mean Score		Standard Deviation		Students who gained the score > 70		Students who gained the score < 70	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
Control	58	68,36	7,87	5,90	1	7	21	14

B. The effect of lexical approach toward students' reading comprehension

The effect here knew based on the analysis of comparison between the data got by both control and experimental class. To clarify the comparison of the data possessed by both class. The four criteria include mean score, standard deviation and the point of students' standard of competence based on the curriculum in MTsN 2 Rejang Lebong. To have clearer comparison, the researcher presents the table below:

Table 4.11

The comparative result between control and experimental group

Group	Mean score		Standard deviation		Students who get the score > 7,0		Students who get the score <7,0	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	58,16	61,16	7,99	8,29	1	4	23	20
Experimental	58	68.36	7.87	5,90	1	7	21	15

In accordance with the scores shown on the table above, in the control group, the mean score of pre-test is 58,16 and the mean score of post-test is 61,16. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 7,99 and the result of pos-test has the standard deviation as 8,29. Overwhelming the number of students connected with students' standard of competence, only one student who achieves scores

higher than 7,0 based on the result of pre-test and 4 students who attain scores higher than 7,0 based on the result of post-test . Otherwise, there are 23 students whose scores are lower than 7,0 in the pre-test result, and 20 students whose scores are lower than 7,0 in the post-test result. The result of calculation which is elaborated above is measure based on the quantity of 24 students.

In the experimental class, the mean score of pre-test is 58 and the mean score of pos-test is 68.36. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 7.87 and the result of post-test has the standard deviation as 5,90. Overwheling the number of students connected with students' standard of competence, there was 1 student who achieves the scores higher than 7,0 based on the result of pre-test and 7 students who attain the scores higher than 7,0 based on the result of post-test. Otherwise, there are 21 students whose scores are lower than 7,0 in the pre-test result and 15 students whose scores are lower than 7,0 in the post-test result. The result of calculation which is elaborated above is measure based on the quantity of 23 students.

In reviewing the data presented on the table 4.11, the fact showed that the increasing of the score in experiment group was higher than control group. It is proven by the calculation by the calculation of mean scores owned by both class. In the control class, the mean score got from pre-test is 58,16 and from post-test 61,16. The range of increasing score only 3 point.

Meanwhile, in the experimental class, the mean score acquired from pre-test is 58 and from post-test is 68.36. The range of increasing score achieves 10.36 point. It can be said that scientific approach is effective toward students' as high as 10.36 based on the same procedure of measurement through the same valid and reliable instrument.

Table 4.12

The data score of pre-test and post-test in control and experimental class

No	Control Class		Experimental Class	
	Pre-test	Post-test	Pre-test	Post-test
1	60	56	52	68
2	64	68	56	64
3	52	52	44	68
4	60	56	48	64
5	68	68	64	72
6	68	72	60	68
7	48	52	60	76
8	56	60	64	64
9	56	56	64	68
10	52	60	68	76

11	68	80	60	64
12	56	60	64	64
13	56	56	44	72
14	44	56	60	60
15	68	68	72	80
16	56	60	68	68
17	52	56	56	68
18	64	76	56	68
19	72	72	48	64
20	64	56	60	76
21	48	52	60	76
22	44	48	48	56
23	64	64		
24	56	64		
Total	1396	1468	1276	1504
Mean score	58,16	58	61,16	68.36
Standard Deviation	7,99	7,87	8,29	5,90

C. Hypothesis Testing

To examine the hypothesis, the researcher employs the t-test formula. Basically, the objective of t-test is to prove whether the "t" which is obtained refers to a significant difference between the mean score of both class. Actually based on the analysis of the writer towards the data produced by both class, the researcher has dared to certify that scientific approac has effect toward students' writing skill. Somehow, the calculation is detail needed because it can more certainly decide whether hypothesis alternative can be accepted or no. The data calculation of both class is done by employing the t-formula which can be seen on the presentation below:

Table 4.13

Data Analysis of Post-test in Control Class and Experiment Class

No	Control Group		Experiment Group	
	Y	Y^2	X	X^2
1	56	3136	68	4624
2	68	4624	64	4096
3	52	2704	68	4624
4	56	3136	64	4096
5	68	4624	72	5184
6	72	5184	68	4624
7	52	2704	76	5776
8	60	3600	64	4096
9	56	3136	68	4624
10	60	3600	76	5776
11	80	6400	64	4096
12	60	3600	64	4096

13	56	3136	72	5184
14	56	3136	60	3600
15	68	4624	80	6400
16	60	3600	68	4624
17	56	3136	68	4624
18	76	5776	68	4624
19	72	5184	64	4096
20	56	3136	76	5776
21	52	2704	76	5776
22	48	2304	56	3136
23	64	4096		
24	64	4096		
Total	1468	91376	1504	103552

a. Standard Deviation of post-test in control class

N_2 = 24

Y = 1468

Y^2 = 91376

M_2 = 61,16

S_2 = ...?

$$S_2 = \sqrt{\frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N-1}}$$

$$S_2 = \sqrt{\frac{91376 - \frac{(1468)^2}{24}}{24-1}}$$

$$S_2 = \sqrt{\frac{91376 - \frac{2155024}{24}}{23}}$$

$$S_2 = \sqrt{\frac{91376 - 89792,66}{23}}$$

$$S_2 = \sqrt{\frac{1583,34}{23}}$$

$$S_2 = \sqrt{68,84}$$

$$S_2 = 8,29$$

b. Standard deviation of post-test in experimental class

N_1 = 22

X = 1504

X^2 = 103552

M_1 = 68,36

S_1 =.....?

$$S_1 = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

$$S_1 = \sqrt{\frac{103552 - \frac{(1504)^2}{22}}{22-1}}$$

$$S_1 = \sqrt{\frac{103552 - \frac{2262016}{22}}{21}}$$

$$S_1 = \sqrt{\frac{103552 - 102818,91}{21}}$$

$$S_1 = \sqrt{\frac{733,09}{21}}$$

$$S_1 = \sqrt{34,90}$$

$$S_1 = 5,90$$

c. The "t" Calculation

$M_1 = 68,16$

$M_2 = 61,16$

$S_1 = 5,90$

$S_2 = 8,29$

$N_1 = 22$

$N_2 = 24$

$t = ...?$

$$t = \frac{M_1 - M_2}{\sqrt{\frac{S_1^2}{N_1} - \frac{S_2^2}{N_2}}}$$

$$t = \frac{68,36 - 61,16}{\sqrt{\frac{(5,90)2}{22} - \frac{(8,29)2}{24}}}$$

$$t = \frac{7,2}{\sqrt{\frac{34,81}{22} - \frac{68,72}{24}}}$$

$$t = \frac{7,2}{\sqrt{1,58 - 2,86}}$$

$$t = \frac{7,2}{\sqrt{4,44}}$$

$$t = \frac{7,2}{2.1}$$

t = 3,42

T. table $= (N_{1 +} N_2) - 2$

$= (22 + 24) - 2$

$= 46 - 2$

$= 44$

t. test $= 3,42$ $t_{test} > t_{table}$ H_i is accepted

t table $= 2,02$ $3,42 > 2,02$ H_0 is rejected

From the explanation above, it shows that the t test is higher than t table (3,42 > 2,02). It means that the Hi is accepted and Ho is rejected. However, the researcher concludes that the student's reading comprehension by lexical approach gives greater effect than through conventional teaching.

D. Discussion

Based on the explanation of the previous chapters. The researcher discused about the effect of lexical approach toward students' reading comprehension the eighth grade students of MTsN 2 Rejang Lebong as the population of the research. Based on the result of calculating score of both class, the experimental and control class above, it was found that there was a significant effect of the lexical approach toward students' reading

comprehension. The result of calculation for the experiment class showed that they had score than the result of calculation for the control class.

While in the control class, it was taught by without lexical approach method. The mean score result in control class increased from 58,16 to 61,16. It increased 3,0 point or it could be said that was an increase score of the range score in control class. On the result, the result of teaching learning process in experiment class, mean score which was taught by lexical approach method also increased from 58,0 to 68,36. It increased 10,36 point. From the data, it could be seen that there was a significant effect of lexical approach method toward students' reading comprehension because there was an increasing score that was higher than the score got in the control class after they had learnt with different strategy by using lexical approach method in recount reading skill.

In addition, the result of the mean score in experiment class was higher than control class. It indicated that lexical approach method was effective toward students' reading comprehension. There were some reasons why the result of post-test in the experiment class increased, first, by using lexical approach method, it encouraged students to increase their own comprehension about the recount text. Second, it developed students' reading skill. Third, it helped students acquire the reasonable purposes for reading. And fourth, it improve students' independence for reading skill. Furthermore, lexical approach method could make students comprehend lexical approach method

well with all aspects beyond reading activities. It means that the lexical approach method was effective toward students' comprehension in recount reading skill.

Based on the calculation, the obtained was compared to the value of the table. In this study, t calculation was 3,42 and t table was 2,02. So the score of t calculation was higher than the score of t table (3,42 > 2,02), it means that the null hypothesis was rejected and the alternative hypothesis was accepted. Finaly, it could be concluded that lexical approach method had a contribution and a significant effect toward students' comprehension in recount reading skill.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result and discussion in chapter IV before, the researcher takes some conclusion:

1. Students' reading achievement before lexical approach activity implemented.

   Concerning with students' reading skill before lexical approach activity implemented, students in both control and experimental group have the condition is not good. This fact is proven the pre-test score that they got in finding.

2. Students' reading comprehension after lexical activity implemented.

   Regarding students' reading comprehension after lexical approach as treatment, it is good because students from both groups respectively have increasing ability. Somehow, students' reading comprehension in the experimental group in which the students are provided treatment such lexical approach as treatment, it improves bigger than students' writing ability in control group where, the students are taught by conventional learning. This situation is indicated by the result of post-test in both groups.

3. The effectiveness of lexical approach as treatment

Regarding the effectiveness of lexical approach as treatment, this approach is effective in improving students reading comprehension. The fact is represented by the result of "t" calculation. The researcher does the "t" calculation to examine hypothesis. Based on the calculation, the figure of "t" found out is 3,42 and the value of "t" table is 2.02. The researcher then compares both score. The comparison represents that 3,42 > 2.02. These framed numbers ascertain that hypothesis alternative is accepted and hypothesis null is rejected. In accordance to the data analysis, the result certainly proves lexical approach as treatment is effective in improving students' reading achievement.

B. Suggestion

After doing the research which finds out the effectiveness of lexical approach toward students recount reading skill, in getting the result of the research, the researcher makes some suggestions for some people who are probably related to the researh.

1. For the teacher, the English teachers are expected to implement lexical approach as treatment activity in teaching reading material (especially in MTsN 02 Rejang Lebong). By applying this approach, the English teachers easily to recognize students' reading ability

because they can generate ideas and discovered insight that they wanted to know in their reading. Then, the teacher can use this mapproach in teaching and learning process for the students; they should improve their reading ability and also have high motivation in reading ability. One of effective ways which can be used toward students' reading ability is learning with the teaching that uses lexical approach. This technique even makes the teaching and learning process become more effective. From this research also expected to the students. To help them easier in reading skill, by this approach the students know they read, not only read but they got the point from the activity. Students also can enjoy the learning process, they can thinking critically, and they got many new vocabularies.

2. For other researcher, The result of this research is expected to the researcher can give new knowledge and new method that can be used in teaching reading skill. The teaching method will help the researcher in teaching in the future time. The researcer hopes that in next time if another research who wants to investigate about teaching reading skill by using other method. So not only this method will be used to teach reading skill but also other method, because there are many methods in teaching reading.

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APPENDIX

SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 – 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : Sti.02/I/PP.00.9/ 776 ,/ 2016
Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM. NEGERI (STAIN) CURUP

Menimbang	:	a.	Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;
		b.	Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
Mengingat	:	1.	Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;
		2.	Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI ;
		3.	Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
		4.	Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
		5.	Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
		6.	Surat Keputusan Menteri Agama RI Nomor B.II/3/0229/2012 tentang Pengangkatan Ketua STAIN Curup Periode 2012 - 2016 ;

M E M U T U S K A N :

Menetapkan   Saudara :

Pertama	:	1.	Sakut Anshori, M.Hum	19811020 200604 1 002
		2.	Eka Apriani, M.Pd	19900403 201503 2 005

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Libero Sagitarius
N I M : 12552004
JUDUL SKRIPSI : *The Effect Of Lexical Approach Toward Student's Achievement In Reading Recount Text (An Experimental Study At The SecondGrade Students Of MTs Baru Manis In Academic Year 2016/2017)*

Kedua	:	Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
Ketiga	:	Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
Keempat	:	Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
Kelima	:	Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
Keenam	:	Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
Ketujuh	:	Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup
Pada tanggal, 27 Juni 2016
an. Ketua STAIN Curup
Wakil Ketua I,

SUGIATNO, S.Ag., M.Pd.I
NIP. 19711017 199903 1 002
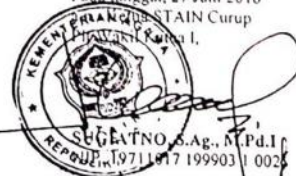
Tembusan :
1 Pembimbing I dan II;
2 Bendahara STAIN Curup;
3 Kasubbag AK;
4 Kepala Perpustakaan STAIN;
5 Mahasiswa yang bersangkutan;
6 Arsip/Jurusan Tarbiyah

SURAT IZIN PENELITIAN

Nomor : 1782 /Kk.07.03/2/TL.00/07/2017

Berdasarkan Surat Ketua Sekolah Tinggi Agama Islam Negeri Curup Nomor : 1430/Sti.02/I/PP.00.9/07/2017 tanggal 24 Juli 2017 Perihal Rekomendasi Izin Penelitian, dengan ini memberi Izin penelitian kepada :

Nama	:	Libero Sagitarius
NIM	:	12552004
Jurusan/Prodi	:	Tarbiyah/Pendidikan Bahasa Inggris
Judul Skripsi	:	The Effect Of Lexical APProach Toward Student's Achievement In Reading Recount Text
Tempat Penelitian	:	MTS Negeri 2 Kab. Rejang Lebong
Waktu Penelitian	:	24 Juli 2017 s/d 24 Oktober 2017

Dengan ketentuan sebagai berikut :

1. Sebelum melakukan penelitian harus melapor kepada Kepala Madrasah yang bersangkutan
2. Selama pelaksanaan penelitian tidak menganggu kegiatan proses belajar mengajar yang dilaksanakan pada Madrasah yang bersangkutan.
3. Setelah selesai melaksanakan penelitian, agar menyampaikan hasil penelitian kepada Kepala Kantor Kementerian Agama Kabupaten Rejang Lebong cq. Seksi Pendidikan Madrasah.

Asli : Surat Izin Penelitian ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Curup, 27 Juli 2017
a.n Kepala
Kasi Pendidikan Madrasah

Kadar Najmiddin

Tembusan :

1. Kepala Kanwil Kementerian Agama Prov. Bengkulu
2. Ketua Sekolah Tinggi Agama Islam Negeri Curup
3. Kepala MTs N 2 Rejang Lebong

SURAT KETERANGAN PENELITIAN
Nomor : B.195Mts.07.02/HM.0/10/2017

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 2 Rejang

Lebong, mengizinkan kepada :

Nama	: Libero Sagitarius
NIM	: 12552004
Mahasiswa	: STAIN Curup
Program Studi	: Pendidikan Bahasa Inggris

Telah melaksanakan Penelitian yang berjudul **"The Effect of Lexical Approach Toward Student's Achievement in Reading Recount Text (An Experimental Study at the Second Grade Students of MTsN 2 Rejang Lebong in Academic Year 2017/2018)"**. Dari tanggal 24 Juli 2017 s/d 24 Oktober 2017.

Demikianlah Surat Keterangan Penelitian ini dibuat dengan sebenarnya agar dapat dipergunakan sebagaimana mestinya.

Barumanis, 04 Oktober 2017
Kepala Madrasah

Yusrijal, M.Pd
NIP. 196904181990031003

KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : Libero Sagitarius

NIM : 12552004

JURUSAN/ PRODI : Tarbiyah / PBI

PEMBIMBING I : Sakut Anshori, S.Pd.I., M.Hum

PEMBIMBING II : Eka Apriani, M.Pd

JUDUL SKRIPSI : The Effect of Lexical Approach Method Toward Students' Achievement In Reading Recount Text. (An Experimental Study at the Second Grade Students of MTsN 2 Rejang Lebong In Academic Year 2017/2018)

* Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing 2;

* Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;

* Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan di harapkan agar konsultasi terakhir dengan pembimbing di lakukan paling lambat sebelum ujian skripsi

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Pembimbing I

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1.	28/07 2017	Chapter I & II Background & Theory	*(ttd)*	*(ttd)*
2.	04/08 2017	Chapter III Instrument	*(ttd)*	*(ttd)*
3.	18/12 2017	Chapter IV Finding & Discussion	*(ttd)*	*(ttd)*
4.	05/01 2018	Chapter V & Abstract	*(ttd)*	*(ttd)*
5.	10/01 2018	Acc Ujian Munaqosah	*(ttd)*	*(ttd)*
6.				
7.				
8.				

Pembimbing II

No.	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1.	10/05 2017	Membahas Chapter I Background	*(ttd)*	*(ttd)*
2.	18/07 2017	Perbaikan Chapter I	*(ttd)*	*(ttd)*
3.	14/07 2012	Penambahan Teori di Chapter II	*(ttd)*	*(ttd)*
4.	03/08 2017	Perbaikan Chapter III	*(ttd)*	*(ttd)*
5.	10/08 2017	Perbaikan Instrumen	*(ttd)*	*(ttd)*
6.	30/11 2017	Perbaikan Chapter IV	*(ttd)*	*(ttd)*
7.	14/12 2017	Perbaikan chapter V & Abstract	*(ttd)*	*(ttd)*
8.	09/01 2018	Acc Ujian Munaqosah	*(ttd)*	*(ttd)*

Blue print of the reading test

Content			Cognitive domain					Question number
Test objective	Course Descripton	Indicator of the test items	L	R	I	E	A	
To understand the functional text and simple essay in recount text that related with approximately environment	To respond the meaning and rhetorical steps in the simple short essay accurately, fluently and acceptable that related with approximately environment in the recount text	a) Identify main idea of the text			2			14,19
		b) Identify the meaning of the words in the text	2					10,16
		c) Identify the cases that discussed in the text	16			5		1,2,3,4,5,6,7,8,9,11,12,13,15 17,18,20,21,22,23,24,25
		d) Identify the purpose of the text						
		e) Identify generic structure in the text						
Total			18		2	5		

The " t " table of df

df or db	The "T" Point For Various Significant	
	5%	1%
1	12,71	63,66
2	4,30	9,92
3	3,18	5,84
4	2,78	4,60
5	2,57	4,03
6	2,45	3,71
7	2,36	3,50
8	2,31	3,36
9	2,26	3,25
10	2,23	3,17
11	2,20	3,11
12	2,18	3,06
13	2,16	3,01
14	2,14	2,98
15	2,13	2,95
16	2,12	2,92
17	2,11	2,90
18	2,10	2,88
19	2,09	2,86
20	2,09	2,84
21	2,08	2,83
22	2,07	2,82
23	2,07	2,81
24	2,06	2,80
25	2,06	2,79
26	2,06	2,78
27	2,05	2,77
28	2,05	2,76
29	2,04	2,76
30	2,04	2,75
35	2,03	2,72
40	2,02	2,71
45	**2,02**	**2,69**
50	2,01	2,68
60	2,00	2,65
70	2,00	2,65
80	1,99	2,64
90	1,99	2,63

100	1,98	2,63
125	1,98	2,62
150	1,98	2,61
200	1,97	2,60
300	1,97	2,59
400	1,97	2,59
500	1,96	2,59
1000	1,96	2,58

To prove the hypothesis, the data obtained from the experiment and the control group were calculated by using the t-test formula with assumption as follows :

If $t_0 > t_t$: There is a significant difference and the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

If $t_0 < t_t$: There is no a significant difference and the alternative hypothesis (Ha) is rejected and null hypothesis (Ho) is accepted.

Based on the result of post-test calculation in the chapter 4, the t_0 is 3,63. While to acquire standard value of the t_t, researcher uses degrees of freedom (df) that is obtained by using the formula below :

Df $= (N_1 + N_2) - 2$
         $= (24 + 22) - 2$
         $= 46 - 2$
         $= 44$

There is no degree of freedom for 48, so the researcher used the close df from 45. At significance 5% = 2,02 and 1% = 2,69. According to the t table, researcher can be concluded that t table value 5% and 1% (2,02 and 2,69), while t-test value is 3,63. It is clear that t-test obtained was higher than t table (2,02 < 3,63 > 2,69). It mean that there is a significant effect of cooperative script technique toward student' reading comprehension between experiment and control class. It had proved that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected.

This appendix contains the data of the research in taking validity and realiability instruments test.

1. **Students scores of first test in pre-test**

No.	Students	X
1	Student 1	60
2	Student 2	32
3	Student 3	28
4	Student 4	60
5	Student 5	64
6	Student 6	68
7	Student 7	28
8	Student 8	36
9	Student 9	60
10	Student 10	56
11	Student 11	64
12	Student 12	28
13	Student 13	64
14	Student 14	72
15	Student 15	24
16	Student 16	56
17	Student 17	60
18	Student 18	64
19	Student 19	28
20	Student 20	28
21	Student 21	60
22	Student 22	56
		1096

2. Students scores of second test in pre-test

No.	Students	Y
1	Student 1	64
2	Student 2	32
3	Student 3	28
4	Student 4	68
5	Student 5	64
6	Student 6	72
7	Student 7	28
8	Student 8	32
9	Student 9	64
10	Student 10	60
11	Student 11	72
12	Student 12	28
13	Student 13	64
14	Student 14	72
15	Student 15	28
16	Student 16	68
17	Student 17	72
18	Student 18	68
19	Student 19	32
20	Student 20	28
21	Student 21	64
22	Student 22	60
		1168

3. Data Analysing of Validity and realiability of the pre-test

Table of scores analysing of students'result in testing from validity and reliability.

No.	Students	X	X^2	Y	Y^2	XY
1	Student 1	60	3600	64	4096	3840
2	Student 2	32	1024	32	1024	1024
3	Student 3	28	784	28	784	784
4	Student 4	60	3600	68	4624	4080

5	Student 5	64	4096	64	4096	4096
6	Student 6	68	4624	72	5184	4896
7	Student 7	28	784	28	784	784
8	Student 8	36	1296	32	1024	1152
9	Student 9	60	3600	64	4096	3840
10	Student 10	56	3136	60	3600	3360
11	Student 11	64	4096	72	5184	4608
12	Student 12	28	784	28	784	784
13	Student 13	64	4096	64	4096	4096
14	Student 14	72	5184	72	5184	5184
15	Student 15	24	576	28	784	672
16	Student 16	56	3136	68	4624	3808
17	Student 17	60	3600	72	5184	4320
18	Student 18	64	4096	68	4624	4352
19	Student 19	28	784	32	1024	896
20	Student 20	28	784	28	784	784
21	Student 21	60	3600	64	4096	3840
22	Student 22	56	3136	60	3600	3360
		1096	60660	1168	69028	64560

4. **Students scores of first test in post-test**

No.	Students	X
1	Student 1	64
2	Student 2	32
3	Student 3	28
4	Student 4	60
5	Student 5	64
6	Student 6	68
7	Student 7	28
8	Student 8	36
9	Student 9	68
10	Student 10	56
11	Student 11	64
12	Student 12	28
13	Student 13	64
14	Student 14	72
15	Student 15	24

16	Student 16	56
17	Student 17	60
18	Student 18	64
19	Student 19	28
20	Student 20	28
21	Student 21	60
22	Student 22	56
		1108

5. **Students scores of second test in post-test**

No.	Students	Y
1	Student 1	68
2	Student 2	32
3	Student 3	28
4	Student 4	68
5	Student 5	64
6	Student 6	72
7	Student 7	28
8	Student 8	32
9	Student 9	68
10	Student 10	60
11	Student 11	72
12	Student 12	28
13	Student 13	64
14	Student 14	72
15	Student 15	28
16	Student 16	68
17	Student 17	72
18	Student 18	68
19	Student 19	32
20	Student 20	28
21	Student 21	64
22	Student 22	60
		1176

6. Data Analysing of Validity and realiability of the post-test

Table of scores analysing of students' result in testing from validity and reliability.

No.	Students	X	X^2	Y	Y^2	XY
1	Student 1	64	4096	68	4624	4352
2	Student 2	32	1024	32	1024	1024
3	Student 3	28	784	28	784	784
4	Student 4	60	3600	68	4624	4080
5	Student 5	64	4096	64	4096	4096
6	Student 6	68	4624	72	5184	4896
7	Student 7	28	784	28	784	784
8	Student 8	36	1296	32	1024	1152
9	Student 9	68	4624	68	4624	4624
10	Student 10	56	3136	60	3600	3360
11	Student 11	64	4096	72	5184	4608
12	Student 12	28	784	28	784	784
13	Student 13	64	4096	64	4096	4096
14	Student 14	72	5184	72	5184	5184
15	Student 15	24	576	28	784	672
16	Student 16	56	3136	68	4624	3808
17	Student 17	60	3600	72	5184	4320
18	Student 18	64	4096	68	4624	4352
19	Student 19	28	784	32	1024	896
20	Student 20	28	784	28	784	784
21	Student 21	60	3600	64	4096	3840
22	Student 22	56	3136	60	3600	3360
		1108	61936	1176	70336	65856

b. Validity

To know the test validity, the researcher used Pearson formula as the following below :

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum X^2)(\sum Y^2)}}$$

Where:

r : Instrument validity
X : Score in First Testing
Y : Score in Second Testing

j. Validity of pre-test try out

r $= \dfrac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$

r $= \dfrac{64.560}{\sqrt{(60.416)\,(69.280)}}$

r $= \dfrac{64.560}{\sqrt{4.185.620.480}}$

r $= \dfrac{64.560}{64.696{,}37}$

r $=$ 0.99

iii. Validity of post-test try out

r $= \dfrac{\sum XY}{\sqrt{(\sum X^2)(\sum Y^2)}}$

r $= \dfrac{65.856}{\sqrt{(61936)(70336)}}$

r $= \dfrac{65.856}{\sqrt{4.356.330.496}}$

r $= \dfrac{65.856}{66.002{,}50}$

r $=$ 0.99

In addition, to assure whether the calculation of validity and reliability was valid and reliable or no, the researcher was led by the guide as on the table below:

Table 8

The validity Criteria

Correlation Mark	Meaning
0,800 – 1,000	Highest
0,600 – 0,800	High
0,400 – 0,600	Enough
0,200 – 0,400	Low
0,000 – 0,200	Lowest

Based on the criteria of validity so the item on pre test and post-test were valid on very high category in which the score of validity on pre-test and post test try out were 0.99. So the test can be used and given to control and experimental group.

c. **Realiability**

To know the reliability the researcher used the following formula of Spearman Brown as follow:

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{xy}: Instrument Reliability

X : Score in first testing

Y : score in second testing

N : Number of students in a group

j. Reliability of pre-test try out

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(22)64.560 - (1096)(1168)}{\sqrt{\{(22(60.416) - (1096^2)\}\{(22(69.280)) - (1168^2)\}}}$$

$$r_{xy} = \frac{1.420.320 - 1.280.128}{\sqrt{\{(1.329.152) - (1.201.216)\}\{(1.524.160) - (1.364.224)\}}}$$

$$r_{xy} = \frac{140.192}{\sqrt{\{127.936\}\{159.936\}}}$$

$$r_{xy} = \frac{140.192}{\sqrt{20.461.572.096}}$$

$$r_{xy} = \frac{140.192}{143.043,95}$$

$$r_{xy} = 0,98$$

iii. The reliability of post-test try out

$$r_{xy} = \frac{N.\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{(22)65.856 - (1108)(1176)}{\sqrt{\{(22(61.936) - (1108^2)\}\{(22(70.336)) - (1176^2)\}}}$$

$$r_{xy} = \frac{1.448.832 - 1.303.008}{\sqrt{\{(1.362.592) - (1.227.664)\}\{(1.547.392) - (1.382.976)\}}}$$

$$r_{xy} = \frac{145.824}{\sqrt{\{134.928\}\{164.416\}}}$$

$$r_{xy} = \frac{145.824}{\sqrt{22.184.322.048}}$$

$$r_{xy} = \frac{145.824}{148.944,02}$$

$$r_{xy} = 0,97$$

In addition, the reliability of the writing test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based from Suharto. The value of reliability coefficient he suggests is presented in table 9.

Table 9
The Range Score and Interpretation of Reliability

	Index range	Interpretation
Reliability	< .40	Low
	.40 -.69	Moderate
	.70 - .1.00	High

The result showed that the score of reliability calculation of pre test and post test were 0,98 and 0.97 in which, this score were classified into the highest level. Therefore, they were thoroughly obvious that the instrument of this study was reliable. Based on the calculation, it could be concluded that this study instrument had really been appropriate to use in giving pre-test and post-test section of this study.

For count index of items test, the researcher used this formula :

$$d = \frac{n_t}{NT} - \frac{nr}{N_R}$$

Where :
n_t =Total the correct answers from high group
NT= Total subject from high group
nr = Total the correct answers from low group
N_R = Total subject from low group

Based on the table above , the researcher find fourteen students as a high group whose score answer more than > 60% and students as alowers group whose score answer < 60% .

Items Test	Correlation	Result
1	0.65	Valid
2	0.65	Valid
3	0.65	Valid
4	0.50	Valid

5	0.65	Valid
6	0.50	Valid
7	0.65	Valid
8	0.55	Valid
9	0.65	Valid
10	0.50	Valid
11	0.40	Valid
12	0.65	Valid
13	0.60	Valid
14	0.45	Valid
15	0.65	Valid
16	0.50	Valid
17	0.60	Valid
18	0.50	Valid
19	0.60	Valid
20	0.65	Valid
21	0.65	Valid
22	0.65	Valid
23	0.50	Valid
24	0.65	Valid
25	0.65	Valid

Based on the items of question above, all of the test items are valid, according to saifudin in his book said that for the items that have index score less than 0,29 might be delete, so the instrument in this research 25 questions that have index more than 0,29.

According to Saifudin Azwar in his book on page 135. The researcher also counts the index of the category items by this formula :

$$P = \frac{n_i}{N}$$

Where :

n_i = total correct answer every item

N= total subject

$$P = \frac{10}{22} = 0,45 \ < 0,50 \text{ (hard)}$$

$$P = \frac{11}{22} = 0,50 \ = 0,50 \text{ (medium)}$$

$$P = \frac{12}{22} = 0,54 \ > 0,50 \text{ (easy)}$$

Number of items	Score	Number of items	Score
1	0.65	14	0.45
2	0.65	15	0.65
3	0.65	16	0.50
4	0.50	17	0.60
5	0.65	18	0.50
6	0.50	19	0.60
7	0.65	20	0.65
8	0.55	21	0.65
9	0.65	22	0.65
10	0.50	23	0.50
11	0.40	24	0.65
12	0.65	25	0.65
13	0.60		

The analysis of the isntrument test

Materials	Numbers of Question	Total question	Items category
Recount text	1,2, 3, 5, 7, 8, 9, 12, 13, 15, 17, 19, 20, 21, 22, 24, 25	17	Easy
	4, 6, 10, 16, 18, 23	6	Medium
	11, 14,	2	Hard

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Documentations
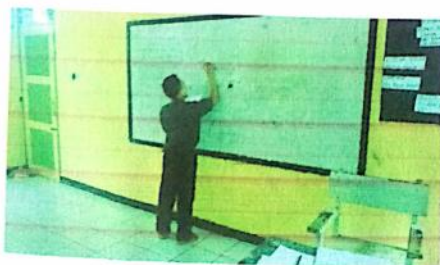
BIBLIOGRAPHY

The researcher's name is Libero Sagitarius. He was born in Sukarami, on November 25th 1993. He has one brother and three sisters. They are Takhto Cun Cun, Emelda and Novita Anggraini. He is the fourth children of Munafri. S and Siti Arjuni. He had studied at Elementary School number 01 Padang Ulak Tanding for 6 years. Then, he had studied at Junior High School Number 01 Padang Ulak Tanding for 3 years. He had continued his study at Senior High School Number 01 Kotapadang for 3 years and finally had graduated from Institute college for Islamic Studies (IAIN) Curup for 7 years. He used to get good mark in his study since Elementary School till College.

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