THE CORRELATION BETWEEN MOTIVATION TO USE A DIGTIONARY AND READING COMPREHENSION OF THE SECOND YEAR STUDENTS AT SLTP 4 JEMBER IN THE 2000/2001 ACADEMIC YEAR

THESIS

Presented to Fulfill one of the Requirements tö Obtain the degree of S-I
at the English Program, Language and Arts Department.
Teacher Training and Education Faculty
Jember University

by :

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JEMBER UNIVERSITY
MARCH 2001

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MOTTO :

IF THERE'S A WILL, THERE'LL BE A WAY

(Proverb)
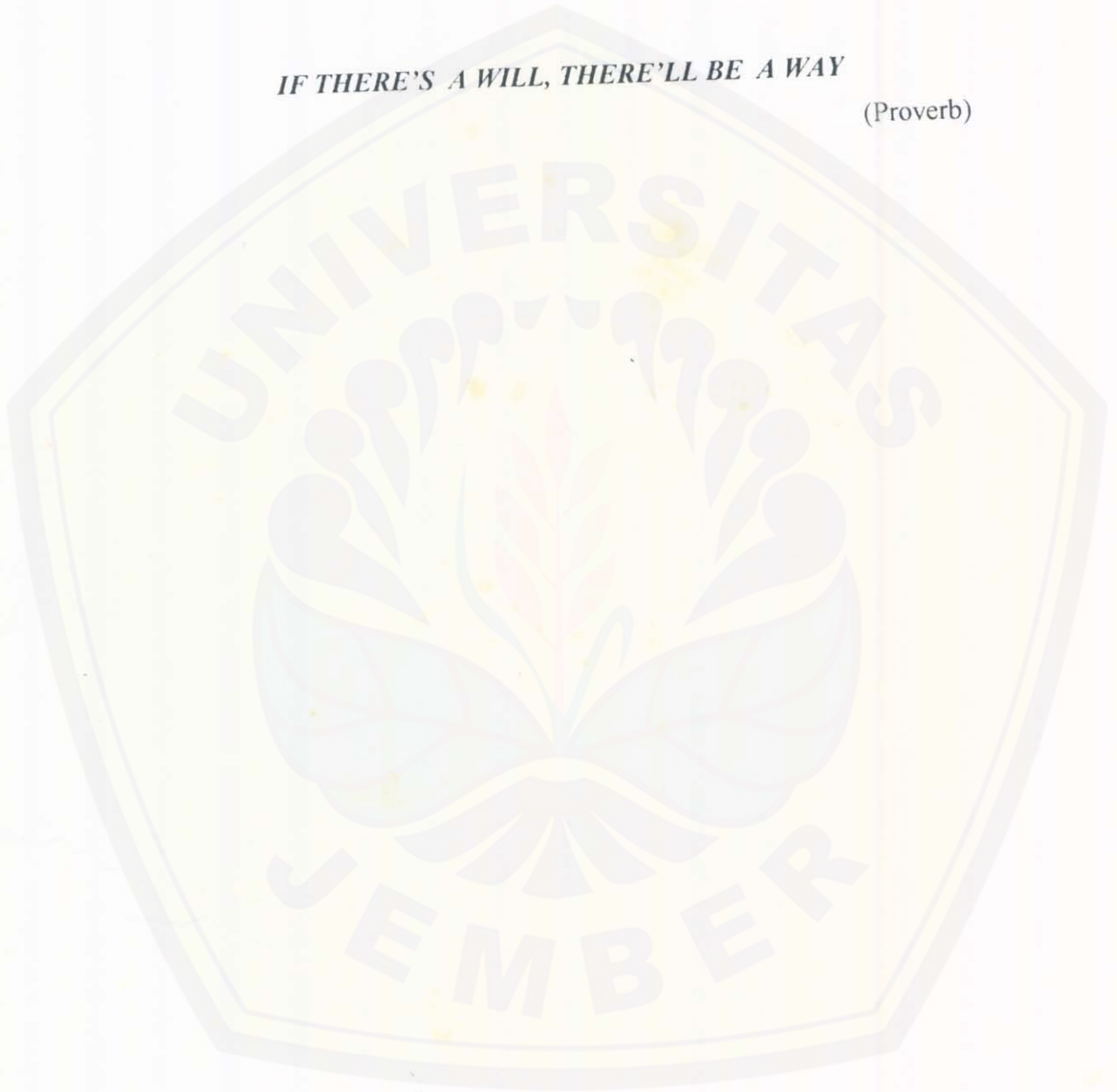
DEDICATION

This thesis is honorably dedicated to:

➢ My beloved Mom and Dad, *"finally, I realize that it is the worthiest grace to be your daughter. Thanks for your love and silent prayers"*.

➢ My beloved brother and sisters, *"Thanks for your support and sacrifice you give to me, so I can do my best"*.

➢ Mas Heri, *"Thanks for more than three years being my inspiration"*.

APPROVAL SHEET

THE CORRELATION BETWEEN MOTIVATION TO USE A DICTIONARY
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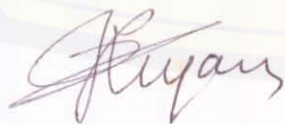AT SLTP 4 JEMBER IN THE 2000 / 2001 ACADEMIC YEAR

THESIS

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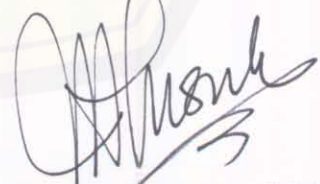|	
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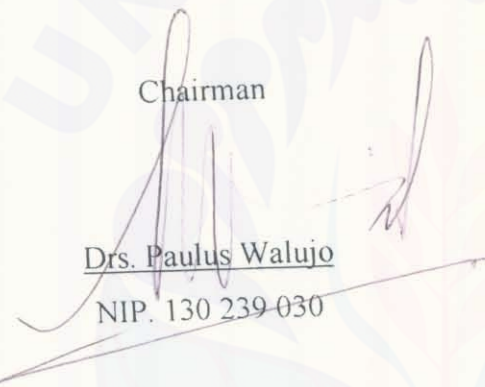
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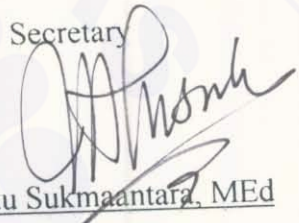
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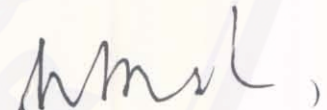
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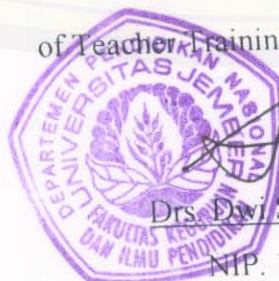
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5. Everyone who has helped me in finishing this thesis

Although I have done my best, there might be weaknesses in this thesis, so constructive criticisms and suggestions are much appreciated.

Jember, March 2001   The Writer

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ABSTRACT

Yutanti Dyah E, March 2001, The Correlation between Motivation to Use a Dictionary and Reading Comprehension of the Second Year Students at SLTP 4 Jember in the 2000/2001 Academic Year,
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Key words : Motivation to use a dictionary, Reading comprehension

Motivation to use a dictionary is an important factor in language learning, since a dictionary is a useful source of information about a language. In English learning, reading is one of the four skills that might require the students' motivation to use a dictionary. Therefore, whether or not there was correlation between motivation to use a dictionary and reading comprehension is still a problematic issue in language learning. The research objectives were to know whether or not there was correlation between motivation (both intrinsic and extrinsic) to use a dictionary and reading comprehension. The research method was descriptive quantitative and its design was non experimental and correlational, that is to know the correlation of the research variables. The research was conducted at SLTP 4 Jember in 2000/2001 academic year. The respondents were 46 students of the second year who were taken by cluster random sampling. The primary data were collected by giving questionnaire and reading test, which were analyzed by using product moment formula. Observation,interview and document were also used to get supporting data. The result of the data analysis showed that there was significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year. The significant correlation was also feasible in the correlation between both the intrinsic and extrinsic motivation, and reading comprehension. Therefore, it is necessary for both teachers and parents to encourage the students to use a dictionary in language learning.

I. INTRODUCTION

1.1 Background of the Study

English is an important foreign language that has been learnt for years in Indonesia. It is regarded as a compulsory subject that is taught in many levels of schools. In Secondary schools, the objective of English teaching learning process is to make students able to listen, speak, read, and write in English. In addition, the objective of English learning as required by SLTP English curriculum is the students mastery of the target language about 750 words.

To achieve the students' mastery of vocabulary (750 words), the English teachers may present their lesson with integrated skills, since the four skills; listening, speaking, reading and writing are stated that in English teaching learning process, the four language skills cannot be separated. The teachers were suggested to teach them integratedly, and the stress is on reading skill (Depdikbud RI,1993:3).

However, each of the four skills of English has its own level of difficulty, and this may affects the students' achievement to learn the target language in for example reading skill. On this point, Grellet (1996:3) notes that understanding a reading text means extracting the required information from it as efficiently as possible. The readers have not only to recognize printed words, but also to understand what the words mean. This means that if the students read a text, they have to recognize as well as understand it. This might be the reason why the students' achievement in reading comprehension is not yet satisfactory. Most of the students experience difficulties in reading an English text. This may result from some factors, such as what Simanjuntak (1988:10) notes as "linguistic factor, reading technique factor, vicious circle factor, and limited knowledge of English vocabulary factor".

Dealing with the limited knowledge of English vocabulary factor, the students might experience difficulties in reading activities. In this case, they might find some unfamiliar words that make them unable to comprehend a reading text. Therefore, the

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students' motivation to use a dictionary might greatly help them in improving their comprehension in words meaning and as a result, their reading comprehension is satisfactory. Hence, the correlational research between the students' motivation to use a dictionary and their reading comprehension was necessary because the students' motivation varies.

1.2 Problems of the Study

Based on the above background, the research problems were as follows :

1. 2.1 General Problem

Is there any significant correlation between the students' motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year ?

1.2.2 Specific Problems

1. Is there any significant correlation between intrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year ?

2. Is there any significant correlation between extrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year ?

1.3 Operational Definitions of the Variable
1.3.1 Motivation to use a Dictionary

Woolfolk (1990:300) defines motivation as something that energizes and directs behavior. It can be said that motivation is a general process by which behaviors are initiated and directed toward a goal.

Moreover, there are two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is motivation created by personal factors, such as attention, needs, interest, curiosity and pleasure. While, extrinsic motivation is motivation influenced by external, such as teacher, parents and classmates' influence.

In this study, the students' motivation was focused on their intrinsic and extrinsic motive to use a dictionary as "a source of information for word meanings, spelling and pronunciation" (Marckwardt, 1979:8).

1.3.2 Reading Comprehension

Reading comprehension in this research refers to the result of teaching and learning process in reading activities. The student's reading comprehension is good if they can answer the text question. In this case, the indicator of reading comprehension was the students' comprehension in words meaning, sentences and paragraphs.

1.4 Objectives of the Study

The objectives of this study were as follows :

1.4.1 General Objective

To know whether or not there is a significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.

1.4.2 Specific Objectives

1. To know whether or not there is significant correlation between intrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.

2. To know whether or not there is significant correlation between extrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year

1.5 Significance of the Study

The research results were expected to give significance input to :

1. the teachers who have problems with their students' motivation to use a dictionary;

2. the students who have no motivation to use a dictionary;

3. other researchers who want to conduct a research, example on the dictionary training.

II. REVIEW OF RELATED LITERATURE

2.1 Dictionary in Language Learning

A dictionary is a useful source of information about a language. By looking at the dictionary, language students can understand the meaning of a word and how to spell and pronounce it. This agrees with what Marckwardt (1979:8) regards dictionary as the reliable source of information for words meaning, spelling and pronunciation check. This means that a dictionary not only helps the dictionary users to know the meaning of a word from the source language to the target language, but also gives information about the words, such as how to spell, how to pronounce and so forth.

Dictionaries come in different kinds. At this point, Tarigan (1986:237) classifies some kinds of dictionary based on the different aspect. Based on the language used, he classifies it into three kinds, namely monolingual, bilingual and multilingual dictionaries. Monolingual dictionary explains and contains the words of one language only, such as Oxford Advanced Learner's Dictionary. While, bilingual dictionary explains and contains the words of one language into another one, such as "Kamus Inggris-Indonesia" (English - Indonesian Dictionary) by Hassan Shadily and John M. Echols. The multilingual dictionary contains more than one language. However, the appropriate dictionary for the secondary students is bilingual dictionary, especially those who are the beginners. It can be seen from the fact that what they need is the meaning of word in their own language, that is Bahasa Indonesia. Monolingual dictionary is to some extent useful for the students if it is written in their own language, such as "Indonesian language dictionary" (Kamus Bahasa Indonesia) by Kasir Ibrahim. However, this kind of dictionary might be useless if the students do not understand the language used in the dictionary (English – English dictionary). In other words, they cannot use their own language to interpret the language of monolingual dictionary. Similarly, Thompson (1987:282) argues that

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"bilingual dictionaries are potentially more efficient and more motivating sources of information for language learners". This means that for the Secondary students a bilingual dictionary (English- Indonesian dictionary) might be more useful than a monolingual dictionary.

Furthermore, dictionary in language learning is often used to get word meaning, or to check the spelling and pronunciation of words. In reading, it might be used as what Jackson (1996:190) calls to interpreting lexemes in context". This means that in reading, the language learner may use the dictionary to know the meaning of unfamiliar words. At this point, his findings showed that 93% for the whole group using a dictionary is to look up meaning (1996:194).

2.2 Students' Motivation to Use a Dictionary

Students' motivation to use a dictionary varies widely. Some may be highly motivated to use it as the main source of interpreting a reading text, or as a reference to check the meaning of words when it is necessary. Some others may be less motivated to open it although they have problems with understanding many words in the text. In other words, there are at least two possibilities of using a dictionary as a reference and as the main source of information.

However, the students' motivation to use a dictionary in secondary schools might be relatively low. This may cause problems in teaching and learning process since students' motivation is important in language learning. On this point, Pintner and Ryan (1966:62) state that "motivation is the very heart of the learning process". This means that adequate motivation not only sustains learning activities, but also directs them.

In this case, Frandsen (1957:212) notes that motivation, as an internal condition arouse the intensity of learning efforts, and also define the satisfying consequences of the goal. This suggests that motivation is an important thing for the students in learning since it is difficult to succeed without any motivation.

The students' motivation to use a dictionary is one of the most important factors to achieve a good result in language learning . In other words, their motivation to use a dictionary will help them easily get what they need from the dictionary.

Besides, the students' motivation to use a dictionary varies. This may result from how the students think of the dictionary itself. First, the students might use the dictionary as an instrument. This means that their motivation is instrumental because it is based on their awareness of dictionary as an instrument.. They use a dictionary to get what the dictionary offers. Second, the students might pretend to open their dictionary so as to appear learning even though they do not learning any words. In other words, their motivation is manipulative rather than instrumental. This might happen to the students who use the dictionary without any purpose. Third, the students might open their dictionary because they have language task to do. This means that their motivation to use a dictionary is much more task oriented than instrumental or manipulative. This commonly happens when they have a task which let them to use a dictionary. The last, the students might use their dictionary because they like the place to study or the size of the dictionary. In other words, their motivation to open the dictionary is situational (Woolfolk,1980:303). This means that the students' motivation to use a dictionary will not constantly in the long time.

The above students' view about the dictionary seems to show their external motivation rather than the internal one. This results from the fact that the students do not really use a dictionary unless they have to. On this point, Woolfolk (1980:303) notes that "extrinsic motivation is motivation created by external factors". In this case, the students are not really interested in the activity for their own sake. Further, she also states that motivation is more regarded as a state, a temporary situation (1980: 303). If, for example, the students open a dictionary because he/she has some tasks, he/she is motivated (at least for now) by situation.

Meanwhile, the students' motivation comes in the form of not only external motivation, but also internal motivation, since the internal motivation has an important role to achieve a good result. On this point, Woolfolk (1980: 303) notes

that the students' motivation itself at any given time usually is a combination of traits and state. He defines its traits as "stable human characteristic". This means that certain people have a strong need to achieve or an enduring interest. In other words, the students might open their dictionary because they really curious about the dictionary. There are still some factors that influence both the intrinsic and extrinsic motivation, as follows:

2.2.1 Intrinsic Motivation

Intrinsic motivation is motivation created by internal factors. At this point, Woolfolk (1990:304) notes that intrinsic motivation is motivation associated with activities that are their own reward. This means that when we intrinsically motivated, we really interested in doing something. Further, intrinsic motivation stems from factors: attention, needs, curiosity, interest and pleasure.

a. Attention

Suryabrata (1990:14) states that attention is the process by which people select the same of the environmental input they receive for further cognitive processing. This means that attention can signify that the individual keeps his mind on what he is doing. He does not let his mind wonder to irrelevant things. Therefore, the students who have motivation to use a dictionary will tend to focus their attention to use it.

b. Needs

Needs in this study refers to the students' basic orientation of learning to achieve their goal. In this case, they might be motivated to open their dictionary for what Woolfolk (1990: 307) notes as achievement needs. This regards that they might be intrinsically motivated to open a dictionary, because they have problem in language learning.

c. *Curiosity*

      Curiosity is another important aspect of the students' motivation in learning. On this point, Pei (1974;247) defines curiosity as "a strong desire to see something new or to invent something unknown". This means that the students might want to know what is explained in a dictionary, how to use it and so on. Because of their curiosity, the students might be highly motivated to use their dictionary.

d. *Interest*

      Woolfolk (1990:307) notes that learning experiences should be related to the interest of the students. This means that an interest is an important thing to achieve a good result in learning. In fact, much of one's activity is based upon the interest factor. In this case, the students who are interested in a dictionary, they might be highly motivated to use it.

e. *Pleasure*

      It is commonly assumed that when the students are intrinsically motivated, they may get a pleasant feeling to do something. Young (1950:312) note that an interest is accompanied by pleasant feeling and dynamic tendency to seek the object or to do something with it. This can be understood that the students' motivation can be identified by pleasure. In other words, if the students have their pleasure to use their dictionary, they are certainly motivated to use it.

2.2.2 Extrinsic Motivation

      Woolfolk (1990:304) notes that extrinsic motivation might be influenced by external factors; teachers, classmates and parents' influence.

a. *Teachers' Influence*

Teacher is one of the most important factors to determine the students' interest in learning activities. On this point, Lindgren (1960:102) states that teacher, as well as parents, play a large part in guiding the attitudes of children. In other words, the teacher is a key factor in the learning situation, because the students might learn based on their teachers instructions. In this case, the teacher might give information about the dictionary to encourage the students' motivation to use it. This might produce beneficial changes in the students' skills, knowledge and attitudes.

b. *Classmates' Influence*

Ellis (1956:296) notes that the home environment is a primary importance in the formation of early attitudes, but friends, associates and the general environment come to have an increasing influence as the student grows older. It can be understood that beside parents and teacher, the students' classmates might have a great influence in their learning. The students who think that friendship is important might be "field dependent" in language learning. If their classmates do not learn, they might also stop learning. Therefore, if a student in a group use a dictionary, the others might be motivated to use it. But sometimes, the student who have negative attitude toward education might negatively affect the others. In this case, they might have no motivation to use a dictionary although they have to use it. They might think that the dictionary is useless for them. Thus, they may try to disturb their classmates who use it.

c. *Parents' influence*

Ellis (1956:297) notes that the students' success in learning is home background. This means that the family have a great influence in their children's learning. This is because the family provides the first educational experiences to the students when they were still children. In this case, Lindgren (1960 : 99) remarks three factors influencing the student learning :

1. Economic, is the financial ability of families to keep their children in school.
2. Custom, is the tendency of parents to educate their children as they were educated (or a little better) and as friends and neighbors are educating their children.
3. Attitudes toward education, is the beliefs refailing in the families with respect to the purpose and value of education.

From the above factors, it seems that there is a close relationship between these factors and the student's success in learning. This supports with Hieronymus (in Lindgren, 1960:100) findings that there is a significant relationship between attitude toward education and socio economic status. His research results show that the higher the socio economic status, the more favorable the attitude toward education. In this case, the parents who regard education as an important thing, they will motivate their children in learning.

2.3 The Role of Dictionary in Reading Skill

Using a dictionary in language learning plays an important role for foreign language learners. As it has been stated in the previous discussion that the advantage of a dictionary is as a reliable source of information about word meaning, spelling and pronunciation. Therefore, it is necessary to use a dictionary to learn the language skills. Reading is one skill that might requires the students to use their dictionary. This is because in reading, the students have not only to recognize printed words, but also to understand the meaning. This means that it is necessary for the students to use a dictionary when they find the unfamiliar words that make them unable to comprehend the text. In other words, the use of a dictionary in reading activities is one of the ways to check the meaning of the unfamiliar words.

Besides, the use of dictionary is one of the ways to increase the students vocabulary, in which vocabulary is an important aspect in reading skill. This supports with Virginia's (1977 : 244) statement that there is a great effect of the

vocabulary mastery to what reading comprehension, in which no body is able to comprehend a reading text, in case he masters the vocabulary.

The secondary students, as the beginners might not master their vocabulary. As a result, they may experience difficulties to read an English text, because they might find some unfamiliar words. Hence, the use of dictionary is necessary for the students to get the words meaning or other information.. As a result, they may have a good result especially in reading activities.

2.4 Reading Comprehension

Reading comprehension in this study deals with the students' ability to understand reading texts. However, many linguists have different ways of describing what comprehension means. For example, Smith (1985:78) notes that reading comprehension is a matter of getting the readers' questions answered. If the students fail to answer their own questions about the content of the text, they certainly fail to comprehend it. In contrast, their success in getting the answer from the text shows that they comprehend the text.

In addition, Grellet (1996:3) states that reading is the process of understanding reading texts. In fact, reading is not merely an activity of our eyes to see a set of sentences or passages or texts. Based on the previous ideas, reading is a complex activity to understand the meaning of the printed words.

In reading activities, understanding the words or pages means little if the students do not grasp the meaning from what they read. Nuttal (in Simanjuntak,1988:14) defines reading as "the meaningful interpretation of printed or written verbal symbols". This means that understanding a written text means extracting the required information from it as efficiently as possible. Furthermore, Mc Neil (1992:16) says that reading comprehension is acquiring information from context and combining the disparate elements. It is a process using one's existing knowledge to interpret text in order to construct meaning. Based on these ideas,

reading comprehension is acquiring information of reading text. Therefore, reading without comprehension means nothing.

However, reading involves a variety of skills. The main points quoted by Grellet (1996:4) from Murnby's ideas which states reading skill includes:

a. recognizing the script of language
b. deducing the meaning and use unfamiliar lexical items
c. understanding explicitly the stated information
d. understanding information when not explicitly stated
e. understanding conceptual meaning; and some other skills

The above lists show that reading skill cover the understanding of the explicitly stated information (literal comprehension) and the understanding of the implicitly unstated information (inferential comprehension)

In addition, Simanjuntak (1988:25) clarifies a number of different levels of understanding reading materials. He states that the ideas directly stated in a reading text are literal, to read between the lines is inferential; to read for evaluation is critical; and to read beyond the lines is creative. Moreover, Whorter (1989:251) notes that in order to read well, the reader must go beyond what the author says and also considers what he or she means. Further, reading comprehension includes comprehending words meaning, sentences and paragraph.

2.4.1 Comprehending Words Meaning.

The first step to encourage the students' reading comprehension is how the students can comprehend the meaning of words. The lack of understanding a single word may irritate the students' effort to get the meaning of a part or all ideas in a paragraph. As Froe (1962:208) notes that if one knows what the words mean, he will be able to figure out all he reads. If the students know the meaning of the text words, they can at least produce the meaning of what they have read. In addition, Burns et .al (1984:16) also state that understanding printed material depends upon a knowledge of

a word meaning . However, the words in which the students do not understand mostly bring them to a situation where they cannot catch the meaning in reading at all.

2.4.2 Comprehending Sentences

Whorther (1989:95) notes that understanding sentence is essential to all comprehension skills and to the effective reading. This means that comprehending sentences is needed before one tries to comprehend the paragraph.

Besides, to comprehend the sentences the students need to recognize the meaning of the words, because the students who do not know the meaning of words might experience difficulties to comprehend sentences.

2.4.3 Comprehending Paragraphs

A paragraph is a group of related sentences about one topic. This means that comprehending paragraph needs comprehension of its sentences. Tinker and Cullough (1975:210) state that the comprehension of a paragraph requires comprehension of its sentences as well as understanding the relationship between the sentences which are essential for grasping the larger meaning of the paragraph. This means that to comprehend a paragraph a reader needs to understand the organization of the paragraph.

Since this research was conducted in a Junior High School, the general objective is to develop the students reading comprehension. As stated in the 1994 curriculum that the main aim of reading in English teaching and learning at secondary school was that the students are expected to comprehend an English texts (also see, Introduction). And also by considering of the use of a dictionary, therefore, the students' reading comprehension concerned in comprehending words meaning, sentences and paragraphs.

2.5 Summary

A dictionary is a useful source of information about a language. It is not only help the users to know the meaning of a word from the source language to the target language, but also gives information about the words, such as about how to spell, how to pronounce and so forth. As a result, it is necessary for the students to use a dictionary frequently.

However, the students' motivation to use a dictionary is one of the most important factors to achieve a good result in language learning. In fact, their motivation to use a dictionary varies. As it has been explained in the previous (see, page 7), the students' motivation come in the form of internal and external motivation. Furthermore, the internal factor influencing the students' motivation to use a dictionary on what Woolfolk (1990:303) notes as attention, needs, curiosity, interest and pleasure (also see, page 8). On the other hand, the students' motivation is not only influenced by internal factors, but also external factors or what Woolfolk (1990:303) notes influence of teachers, parent, and classmates (also see, page 9).

Using a dictionary in language learning plays an important role for foreign language learners. The secondary students, who are beginners, might experience difficulties in learning a language, since they have limited knowledge of English vocabulary. In reading activities, the students might find some unfamiliar words since the activities concerns in comprehending reading text through words meaning. Hence, the students' motivation to use a dictionary mightl help them understanding a reading text.

2.6 Research Hypothesis

Based on the above explanation, the research hypotheses were as follows :

2.6.1 General Hypothesis

The general hypothesis was "*there is significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.*

2.6.2 Specific Hypotheses

The specific hypotheses were :

1. *There is significant correlation between intrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.*

2. *There is significant correlation between extrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.*

III. RESEARCH METHOD

3.1 Research Design

This research was descriptive and quantitative, and its design was non experimental but it was correlational, that is to know whether or not there was significant correlation between motivation to use a dictionary and reading comprehension. Since the research was quantitative and its design was correlational, it proved hypotheses.

This research was conducted by the following procedures :

1. Analyzing the students' English scores of Cawu I by using Anova to know the homogeneity of the population.
2. Taking one class by using cluster random sampling to represent all of the population.
3. Giving both the questionnaire and reading test to the respondents.
4. Analyzing the collected data by using Product Moment formula.
5. Interpreting the research findings.
6. Conclusion and recommendation.

3.2 Research Area

The research area was SLTP 4 Jember. It was directly determined by considering some technical reasons such as time, energy, and fund. Besides, the school may have all the data required for this research. In other words, the research area was based on purposive method or what Arikunto (1986:113) notes that in determining the research area, the researcher considers some purposes.

3.3 Research Respondent

The research respondents were the second year students of SLTP 4 Jember. The population (227) was divided into 5 classes. The research sample only include

some of them since the population is more than 100 students (also see Arikunto, 1986:107). Thus, one of the five classes were chosen by cluster random sampling.

3.4 Research Instruments

3.4.1 Questionnaire

A questionnaire was used to get the data about the students' motivation to use a dictionary. This research used direct questionnaire and the questionnaire was designed based on Arikunto's (1986:125) construction category that was : (1) type of choice and (2) type of essay construction. This research used questionnaire type of choice construction. In this categories , the questionnaire was directly distributed to the students and they have to answer the questions by choosing the options provided according to their own condition. (For further detail, also see Appendix 2)

The questionnaire consists of 20 items, in which each item has three options in different score's level, as follows:

- Option A means highly motivated. The score was 2.
- Option B means fairly motivated. The score was 1.
- Option C means poorly motivated. The score was 0.

3.4.2 Observation Notes

In this research, observation notes were used to monitor the students' performance to use their dictionaries in English teaching learning process.

3.4.3 Structural Interview

Structural interview was used to get the information the students' motivation to use their dictionaries. In this research, structural interview was provided with some

questions for the English theacher who was expected to give information about their students' motivation (For further detail, also see Appendix 5).

3.4.4 Test

In this research, the test was used to measure the students' reading ability. The test used in this research was a teacher made test, which was constructed based on the Junior High School textbooks consulted with the English teacher. In other words, the test items were made by considering the materials stated in the 1994 curriculum to meet the content validity of the test. (For further detail, also see Appendix 3)

The items of reading comprehension test were 26 in the objective form. The time allocation was 80 minutes and the total score were 100.

3.4.5 Documents

Documents were used to get the data about the students' English score of Cawu I and the respondents' name. (For further detail, also see Appendix 5)

3.5 Data Analysis Method

The data analysis method used in this research was product moment. It was used to analyze the data about the students' score of the questionnaire and the test given. Thus, they were analyzed statistically by using Product Moment formula as follows ;

$$r_{XY} = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

Notes :

r_{xy} : coefficient correlation X and Y variable.

X : the score of the students' motivation to use a dictionary.

Y : the score of reading test.

N : the total of respondents.

(Taken from Hatch and Farhady,1982:201)
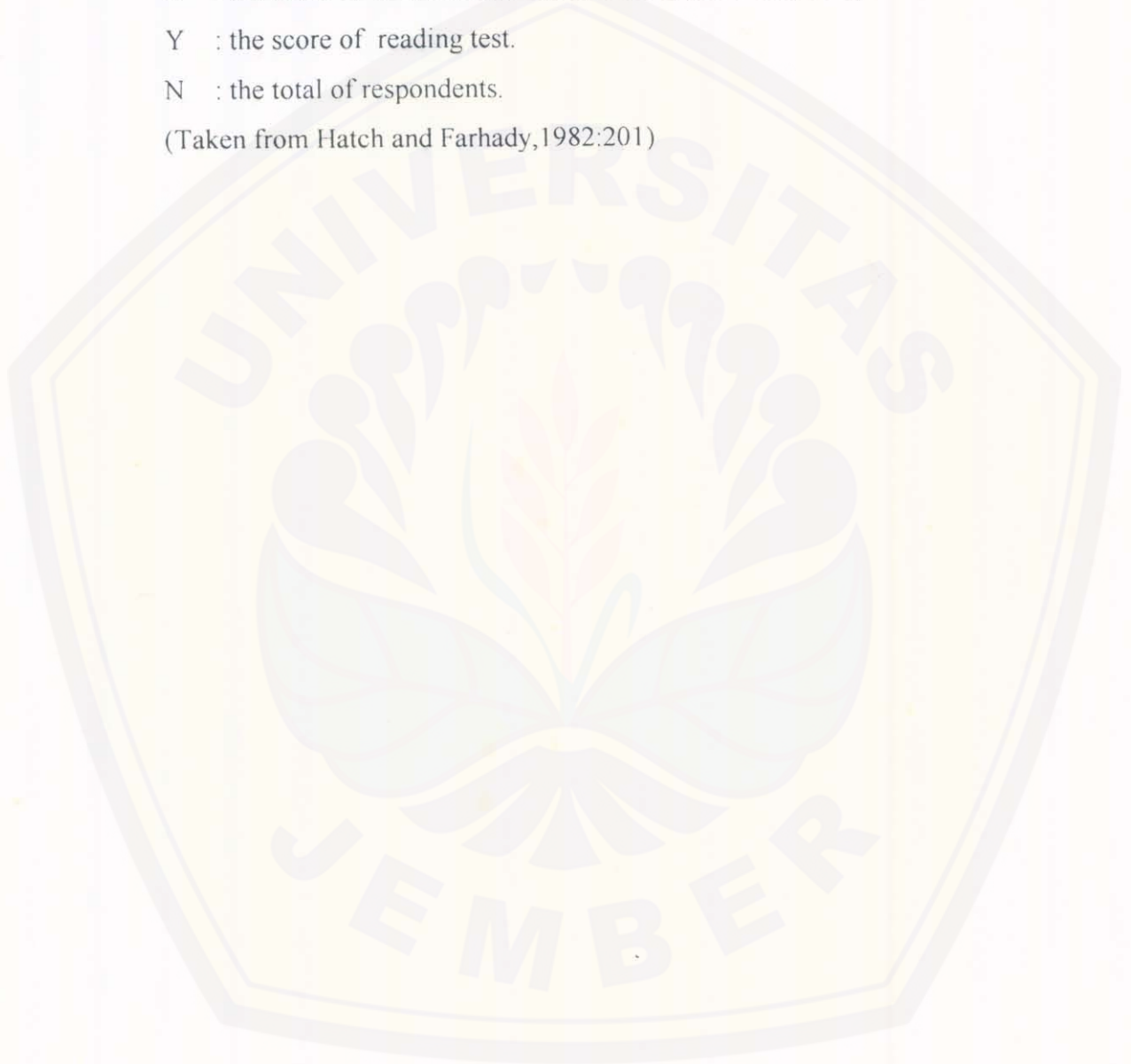
IV. RESEARCH RESULTS AND DISCUSSION

4.1 The Research Results

4.1.1 The Results of Documents

The documentary study was taken from the 1st until the 3rd of February 2001, to get the data about the students' English scores of Cawu I and the name of respondents.

The students' English scores were analyzed by applying ANOVA formula to know the homogeneity of the population. For further detail, the students' scores of Cawu I can be seen in Appendix 6.

In addition, the final results automatically appear as follows :

Table 1. Homogeneity Analysis

Source of Variance	SS	df	MS	Fo
Between group	212.47	4	53.11977	0.577401
Whithin group	20423.58	222	91.99812	
Total	20636.06	226		

Notes : SS   : Sum Square

     df   : degree of freedom

     MS : Mean Square

     F   : the result of Anava

From the analysis, it can be seen that F-statistic was 0.577, and the F- table with the significance level of 5 % , dfb of 4 and dfw of 222 was 2.37. This showed that F-statistic was less than F-table. This means that there was no significance difference of the English capability among the five classes of the second year students at SLTP 4 Jember in the 2000/2001 academic year. Thus, the respondents were taken by cluster random sampling and the class chosen was II E. Furthermore, the name of the respondents can be seen in Appendix 7.

4.1.2 The Results of Observation

The observation was held in class II E on the 8th of February 2001. It was conducted in order to know the real condition of the students' performance to use a dictionary in English learning process, especially in reading activities.

The observation notes on the students performance showed that most of the students had their own dictionaries, that is bilingual dictionaries (English-Indonesian). Even, some of them had both English-Indonesian and Indonesian-English bilingual dictionaries. Besides, most students tended to keep silent when being asked to guess the meaning of the difficult words in the text. This suggested that the students experienced difficulties to understand the text if they did not use their dictionary.

The observation notes also showed that the students were allowed to use a dictionary in reading activities, especially when they experienced difficulties to comprehend the unfamiliar words in the text. Besides, their teacher also asked them to enlist the unfamiliar words. In this case, there were 5 students who did not use a dictionary during the activities. This is because of the fact that they did not bring their own dictionaries and they were not allowed to borrow their classmates' dictionaries.

During the observation, there were at least 10 students who were active in using a dictionary, and they had the list of the unfamiliar words from the reading text and the meaning completely. Likewise, they were active to answer the text's questions in the sense that they were active because they were not asked to answer the text questions, but they realized that they had to know the meaning of the unfamiliar words.

4.1.3 The Results of Interview

The interview was conducted on the 29th of January 2001 to get the information about the students' motivation to use a dictionary.

The interview result showed that the English teacher already encouraged her students to use their dictionaries. Therefore, the students might be already trained

how to use their dictionary effectively. In other words, the students were familiar with how to open a dictionary.

4.1.4 The Results of Questionnaire and Test

a. The Results of Questionnaire

The questionnaire was distributed on the 10th of February 2001, to get the data about the students' motivation to use a dictionary. The questionnaire was given to 46 students in class II E.

The total items of the questionnaire were 20 divided into two parts, one for the intrinsic motivation and the other one was for the extrinsic motivation. In other words, the questionnaire items for both the intrinsic and extrinsic motivation were 10 items respectively. In addition, each item had three options in different score levels. (For further detail of the students' score of questionnaire, see Appendix 8).

b. The Results of Reading Test

The reading test was given on the 15th February 2001, to get the students' scores of reading comprehension of the second Cawu in the 2000/2001 academic year. The total items of the objective test were 26 for 80 minutes. The total score of reading comprehension test was 100. (For further detail of the test scores, see Appendix 8)

4.2 Data Analysis and Interpretation

The data which were analyzed were the scores of the questionnaire and the reading test. Since there were one general problem and two specific problems, the data were analyzed as follows:

a. General problem

To prove whether or not there is significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4
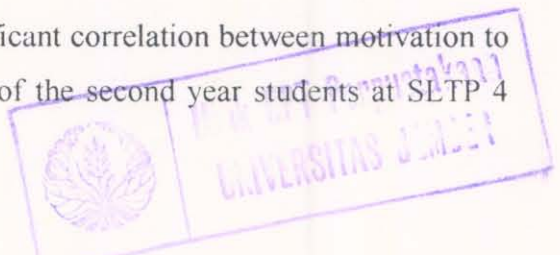
Jember in the 2000/2001 academic year, the Product Moment formula were used and the table of the correlational analysis of the data about motivation and reading comprehension can be seen in Appendix 9. The analysis results showed that ;

$$N = 46 \qquad \sum X^2 = 36166$$

$$\sum X = 1258 \qquad \sum Y^2 = 300831$$

$$\sum Y = 3687 \qquad \sum XY = 103568$$

Notes ; N : the total of respondents

X : the scores of the students' motivation

Y : the students scores of reading test

The above scores of the correlational analysis were then applied in the Product Moment formula as follows ;

$$r_{XY} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\left[N\sum X^2 - (\sum X)^2\right]\left[N\sum Y^2 - (\sum Y)^2\right]}}$$

$$= \frac{46 \times 103568 - 1258 \times 3687}{\sqrt{(46 \times 36166 - 1258^2)(46 \times 300831 - 3687^2)}}$$

$$= \frac{125882}{140721.013}$$

$$= 0.89455$$

The result of the data analysis by Product Moment showed that the r-statistic was 0.895. Then, it was compared with r-table (0.291) for 46 respondents and with the significance level of 5 %. This shows that the r-statistic was more than r-table. So, the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, there is significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year. Given that the degree of the coefficient correlation was 0.895, the correlation between motivation and reading comprehension was relatively positive.

b. **Specific Problem**

1. **Is there any significant correlation between intrinsic motivation to use a dictionary and reading comprehension ?**

To know whether or not there is significant correlation between intrinsic motivation and reading comprehension, the table of the correlational analysis between intrinsic motivation and reading comprehension can be seen in Appendix 10. The analysis results showed that ;

$$N = 46 \qquad \sum X^2 = 12574$$

$$\sum X = 746 \qquad \sum Y^2 = 300831$$

$$\sum Y = 3687 \qquad \sum XY = 60988$$

Notes ; N : the total of respondents

X : the scores of the students' intrinsic motivation

Y : the students scores of reading test

The above scores of the correlational analysis were then applied in the Product Moment formula as follows ;

$$r_{XY} = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

$$= \frac{46 \times 60988 - 746 \times 3687}{\sqrt{(46 \times 12574 - 746^2)(46 \times 3300831 - 3687^2)}}$$

$$= \frac{54946}{73118.3781}$$

$$= 0.7514$$

The result of the analysis showed that r-statistic was 0.751. While, the r-table with the significance level of 5 % was 0.291. This showed that r-statistic was more than r-table, as a result, the alternative hypothesis was accepted and the null hypothesis was rejected. Thus, there is significant correlation between intrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year. Given that the degree of the

coefficient correlation was 0.751, the correlation between intrinsic motivation and reading comprehension was positively correlated.

2. **Is there any significant correlation between extrinsic motivation to use a dictionary and reading comprehension ?**

To know whether or not there is significant correlation between extrinsic motivation and reading comprehension, the table of the correlational analysis between extrinsic motivation and reading comprehension can be seen in Appendix 11. The analysis results showed that ;

$$N = 46 \qquad \sum X^2 = 6486$$

$$\sum X = 512 \qquad \sum Y^2 = 300831$$

$$\sum Y = 3687 \qquad \sum XY = 42580$$

Notes ; N : the total of respondents

X : the scores of the students' extrinsic motivation

Y : the students scores of reading test

The above scores of the correlational analysis were then applied in the Product Moment formula as follows ;

$$r_{XY} = \frac{N\left(\sum XY\right) - \left(\sum X\right)\left(\sum Y\right)}{\sqrt{\left[N\sum X^2 - \left(\sum X\right)^2\right]\left[N\sum Y^2 - \left(\sum Y\right)^2\right]}}$$

$$= \frac{46 \times 42580 - 512 \times 3687}{\sqrt{(46 \times 6486 - 512^2)(46 \times 300831 - 3687^2)}}$$

$$= \frac{70936}{94048.0435}$$

$$= 0.7543$$

The result of the analysis showed that the r-statistic was 0,754. Whereas, the r-table with the significance level of 5 % was 0.291 This shows that the r-statistic was more that r- table, so the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there is significant correlation between

motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year. Given that the degree of the coefficient correlation was 0.754, the correlation between extrinsic motivation and reading comprehension was positively correlated.

4.3 Discussion

Based on the results of the data analysis, there is significant correlation between motivation to use a dictionary and reading comprehension (for further information of the coefficient correlation, see page 24). This means that the students' motivation and their reading comprehension might be positively correlated. Examples include the fact that most students were interested in using their dictionaries and their reading scores were relatively good (also see Appendix 8). In other words, the students who were motivated to use a dictionary will tend to have good results in reading test.

Similarly, the significant correlation was also feasible in the correlation between the intrinsic motivation and reading comprehension with the correlational degree, 0.751. This shows that the students who are intrinsically motivated to use a dictionary will tend to perform well in reading comprehension. This might result from the fact that by using the dictionary, the students might be able to see the meaning of the key words in the texts. In this way, the students reading comprehension might be much better than if they do not use their dictionary.

Moreover, the same significant correlation was also feasible between the extrinsic motivation and reading comprehension. The fact that the degree of the relationship between extrinsic motivation and reading comprehension was 0.754, shows that the correlation was relatively positive. This means that the students who are extrinsically motivated to use a dictionary tend to have good results in reading comprehension (also see Appendix 8).

In conclusion, there is significant correlation between motivation to use a dictionary (both intrinsic and extrinsic), and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.

V. CONCLUSION AND SUGGESTION

5.1 Conclusion

Referring to the results of the data analysis, the conclusions were as follows :

1. There is significant correlation between motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.

2. There is significant correlation between intrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year.

3. There is significant correlation between extrinsic motivation to use a dictionary and reading comprehension of the second year students at SLTP 4 Jember in the 2000/2001 academic year

5.2 Suggestions

Based on the collected data, some suggestions for both students, teachers and parents are as follows :

1. The students should increase their motivation to use a dictionary as a reliable source of information about a language.

2. Teacher should also give information about how to find a good dictionary, how to use it effectively and etc.

3. Other researchers should conduct further research, example on the effectiveness of dictionary training in reading comprehension.

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RESEARCH MATRIX

TITLE	PROBLEMS	VARIABLES	SUB VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	HIPOTHESIS
The Correlation between Motivation to Use a dictionary and reading comprehension of Second Year Students at SLTP 4 Jember in The 2000/2001 Academic Year	1. Is there any significant correlation between motivation to use a dictionary and reading comprehension? 2. Is there any significant correlation between intrinsic motivation to use a dictionary and reading comprehension? 3. Is there any significant correlation between extrinsic motivation to use a dictionary and reading comprehension?	Motivation to use a dictionary Reading Comprehension	- Intrinsic Motivation - Extrinsic Motivation Reading Comprehension	- Attention - Needs - Interest - Curiosity - Pleasure - Teacher influence - Parent influence - Classmates influence -Comprehending words meaning -Comprehending sentences -Comprehending Paragraphs	1. Respondent : The second year students at SLTP 4 Jember 2. Informants: - The Headmaster - The English Teacher - The Administra- tif Staff	1. Research Area : Purposively 2. Research Respondents: Cluster Random Sampling 3. Research Instruments: - Questionnaire - Test - Observation - Document 4. Data Analysis The data will be analyzed by Product Moment formula, as follows : $r_{xy} = \dfrac{\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$ r_{xy} : coefficient correlation between X and Y variables X : the score of students' motivation Y : the score of reading test N : the total of respondents	1. There is significant correlation between motivatioon use a dictionary and reading comprehension 2. There is significant correlation between intrinsic motivation to use a dictionary and reading comprehension 3. There is significant correlation between extrinsic motivation to use a dictionary and reading comprehension

Appendix 2.

Angket

I. Pengantar

Kepada seluruh siswa/siswi SLTP 4 Jember yang menjadi peserta kegiatan ini besar harapan untuk dapatnya anda membantu memberikan informasi yang sebenar-benarnya tanpa ada rasa takut sedikitpun, *karena kegiatan ini tidak ada hubungannya dengan penilaian mata pelajaran bahasa Inggris.* Diharapkan anda menjawab menurut hati nurani anda sendiri tanpa ada kerjasama dengan teman yang lain.Bantuan anda dalam menjawab pertanyaan di bawah ini, diharapkan di masa yang akan datang mampu meningkatkan keberhasilan pengembangan penguasaan bahasa inggris. Atas kesediaan dan kerelaan anda disampaikan banyak terima kasih.

I. Petunjuk pengisian

a. Anda baca setiap pertanyaan dengan cermat

b. Berilah tanda silang (x) pada huruf a,b, dan c pada jawaban yang sesuai dengan pendapat anda

c. Jawablah dengan jujur dan penuh keyakinan

II. Identitas Siswa

a. Nama :

b. Kelas :

IV.Pertanyaan

A. Minat Intrinsik

1. Apakah anda tertarik untuk menggunakan kamus bahasa Inggris ?
   a. Ya   b. Kadang-kadang   c. Tidak

2. Pada waktu anda mulai mengenal kamus bahasa Inggris, apakah anda berusaha untuk mengetahui cara penggunaannya ?

   a. Ya   b. Kadang-kadang   c. Tidak

3. Pada waktu anda menggunakan kamus, apakah anda memusatkan perhatian pada kegiatan tersebut ?

    a. Ya   b. Kadang-kadang   c. Tidak

4. Seandainya anda tidak mempunyai kamus tetapi anda berminat untuk menggunakan, apakah anda berusaha untuk meminjam ?

    a. Ya   b. Kadang-kadang   c. Tidak

5. Apakah minat anda menggunakan kamus berdasarkan pendapat anda bahwa kamus berguna untuk mempermudah anda dalam belajar bahasa Inggris ?

    a. Ya   b. Kadang-kadang   c. Tidak

6. Apakah anda menggunakan kamus karena anda berpendapat bahwa kamus sangat berguna untuk pemahaman bacaan bahasa Inggris ?

    a. Ya   b. Kadang-kadang   c. Tidak

7. Apakah anda merasa senang saat anda menggunakan kamus ?

    a. Ya   b. Kadang-kadang   c. Tidak

8. Apakah anda menggunakan kamus karena memang menyukai kegiatan tersebut ?

    a. Ya   b. Kadang-kadang   c. Tidak

9. Pada saat anda menggunakan kamus ternyata kata-kata yang dicari tersebut tidak ada, apakah anda berusaha untuk mencari kamus yang lebih lengkap ?

    a. Ya   b. Kadang-kadang   c. Tidak

10. Apakah anda menggunakan kamus atas dasar ingin tahu terhadap kata-kata bahasa Inggris yang belum anda ketahui ?

    a. Ya   b. Kadang-kadang   c. Tidak

B. Minat Ekstrinsik

11. Apakah anda menggunakan kamus karena anjuran dari guru ?

    a. Ya   b. Kadang-kadang   c. Tidak

12. Apakah guru anda memberikan petunjuk untuk memilih kamus yang baik ?

    a. Ya   b. Kadang-kadang   c. Tidak

13. Apakah guru anda memberikan petunjuk cara bagaimana menggunakan kamus dengan efektif ?

    a. Ya   b. Kadang-kadang   c. Tidak

14. Apakah anda menggunakan kamus karena anda melihat teman-teman anda menggunakan kamus ?

   a. Ya   b. Kadang-kadang   c. Tidak

15. Apakah teman-teman sekelas anda memberikan dorongan kepada anda untuk menggunakan kamus ?

   a. Ya   b. Kadang-kadang   c. Tidak

16. Apakah anda berminat menggunakan kamus setelah melihat teman-teman anda yang menggunakan kamus lebih berhasil dalam mata pelajaran bahasa Inggris dibandingkan dengan mereka yang tidak menggunakannya ?

   a. Ya   b. Kadang-kadang   c. Tidak

17. Apakah teman-teman anda suka meminjamkan kamus mereka apabila anda memerlukannya ?

   a. Ya   b. Kadang-kadang   c. Tidak

18. Apakah orang tua anda menyarankan agar anda menggunakan kamus pada saat anda belajar bahasa Inggris di rumah ?

   a. Ya   b. Kadang-kadang   c. Tidak

19. Apakah anda berminat menggunakan kamus setelah orang tua anda membelikan anda sebuah kamus ?

   a. Ya   b. Kadang-kadang   c. Tidak

20. Apakah orang tua anda memberikan petunjuk cara bagaimana menggunakan kamus dengan efektif ?

   a. Ya   b. Kadang-kadang   c. Tidak

Appendix 3.

TEST INSTRUMENTS
Subject : Reading Comprehension
Time : 80 Minutes

Text I

Read this text carefully !
(Bacalah teks di bawah ini !)

In the Hotel.

We arrived at the hotel at 10.00 p.m. We were so tired that my husband thanked the room boy who helped us lift the heavy suitcase. We checked in at the receptionist desk. "We want a room on the first floor," my husband said.

"Certainly, sir," the receptionist answered.

"Is it with a private lounge and a couch in front ?" I asked.

"Yes ma'am. Here are the keys for number 21," the receptionist said.

"Could we have a safe for my important things here ?" my husband asked.

"Certainly, sir," the receptionist answered. My husband gave his document and the receptionist gave the receipt.

"You could pay the charge when you check out, sir," the receptionist explained.

"Is there something else you need ?"

"No, thanks. Oh, well, yes. We haven't had our dinner yet," my husband said.

"Should we send it to your room, sir ?"

"Yes, right away. Thank you."

A room boy showed us to our room and brought the suitcase. He unlocked the door and put the suitcase on the floor then went out after saying good night. Fifteen minutes later they sent the dinner while I was taking a bath. Oh, what a tiring day.

(Adapted from Let's Learn English 2)

I. *Complete the story below based on the text by choosing the words in the box!*
(Lengkapilah titik-titik di bawah berdasarkan text dengan memilih kata-kata dalam box).

The writer and ...(1)... arrived at ...(2)...... They looked very ....(3)... They came to the ...(4)........ They wanted ...(5)........., then the receptionist gave ......(6)...... The writer's husband put his ...(7)........ and he got the ...(8)........from the receptionist. They went to their ...(9)........ A room boy brought their ...(10).........

a. tired	b. suitcase	c. receipt	d. her husband	e. the keys	f. 10.00 p.m
g. A room on the first floor		h. document	i. room		j. receptionist desk

Text II

Read this text carefully !

(Bacalah Text di bawah ini dengan cermat !)

One of my friends (his name is Jim) has a farm. He has a lot of cows and sells their milk. He does not milk the cows by hand. He has an electric milking-machine. He gets up very early every morning, milks the cows with his machine, lets them out into the fields, gets the milk ready, put in very big cans, washes the milking-machine and the buckets, puts the milk-cans in the yard, and then has his breakfast under a tree while keeping watch that nobody comes to his cans. At about 8 o'clock a big truck comes and collects his milk-cans. It also collects milk from other farms.

After breakfast, Jim goes to his desk and writes letter, accounts and other things. When I visited him last year, he said to me, "Do you know, Bill ? A farmer has a lot of paper-work now. He is like a clerk in an office". Jim loves his farm, but he hates paper-work.

After he has finished it, he cleans his cow-sheds and then goes out into his fields to look after his cows, or he cuts some grass, or does some work in his vegetable garden. He is always very busy, and his wife is too.

(Adapted from Let's Learn English 2)

Choose the right sentence for each number, based on the text ! (Pilihlah kalimat yang benar untuk setiap nomer, berdasarkan text!)

1. a. Jim milks the cows, and then they go out into the road.
   b. Jim milks his cows, and then they go out into the fields.
   c. Jim milks his cows, and then they go in a big truck.
2. a. Jim milks his cows by electricity.
   b. Jim milks his cows by hand.
   c. Jim does not milk his cows.
3. a. A big truck takes Jim's milk to other farms.
   b. A big truck collects Jim's milk-cans only. ·
   c. A big truck collects milk from Jim's farm and other farm.
4. a. Jim hates writing letters and accounts.
   b. Jim loves writing letters and accounts.
   c. Jim never writes letters and accounts.
5. a. Jim's wife is lazy.
   b. Jim's wife has a lot of work.
   c. Jim's wife does not have any work.

Text III
 Read this text carefully !
(Bacalah text dibawah ini dengan cermat)

Dressmaking can be an enjoyable hobby. It can be cheap and it can save money at the same time. You do not need to go to a dressmaker when you need a new dress.

What do you need to start ? A needle, sewing thread and a pair of scissors are essential. A complete dress can be made by hand but it takes a little longer than by a sewing machine. The garments are usually made professionally by machine.

Other aids are a tape measure, a thimble, pins, a piece of tailor's chalk and an iron weight. A thimble is used to save your fingers and speed you work. To fasten the pieces of cut material together, we use pins. A perfect fit must be measured by a tape measure. The lines on the material will remain in place if we use a piece of tailor's chalk. To keep the material at place we need to press each part of the material by using an iron weight.

Be sure to have those aids. Your dress will be lovely and fashionable.

(Adapted from Let's Learn Engglish)

I. Decide whether this statements is true or false based on the text (Tentukan pernyataan-pernyataan dibawah ini betul atau salah berdasarkan teks)!

1. A needle is essential in making a dress
2. A dress can be made without a sewing machine
3. A thimble covers a finger
4. We measure the body to make a dress
5. We use an iron weight to cut the material
6. We use an iron to press the wrinkled part of a dress/material

II. Name these things. Use the word in the box.

| a. Iron | b. needle | c. pin | d. scissors | e. thread |
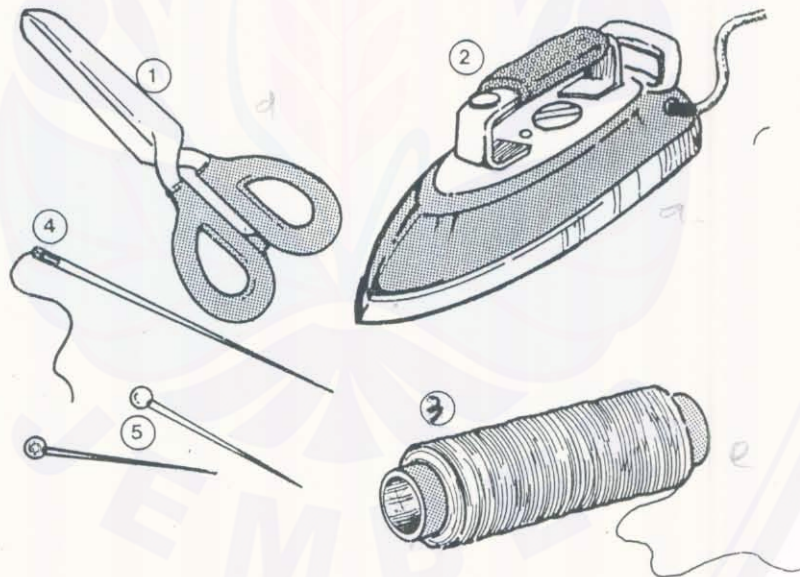
Appendix 4.

ANSWER KEY

Text I
1. D
2. F
3. A
4. J
5. G
6. E
7. H
8. C
9. I
10. B

Text II
1. B
2. A
3. C
4. A
5. B

Text III
I. 1. True
   2. True
   3. True
   4. True
   5. False
   6. True

II. 1. D
    2. A
    3. E
    4. B
    5. C
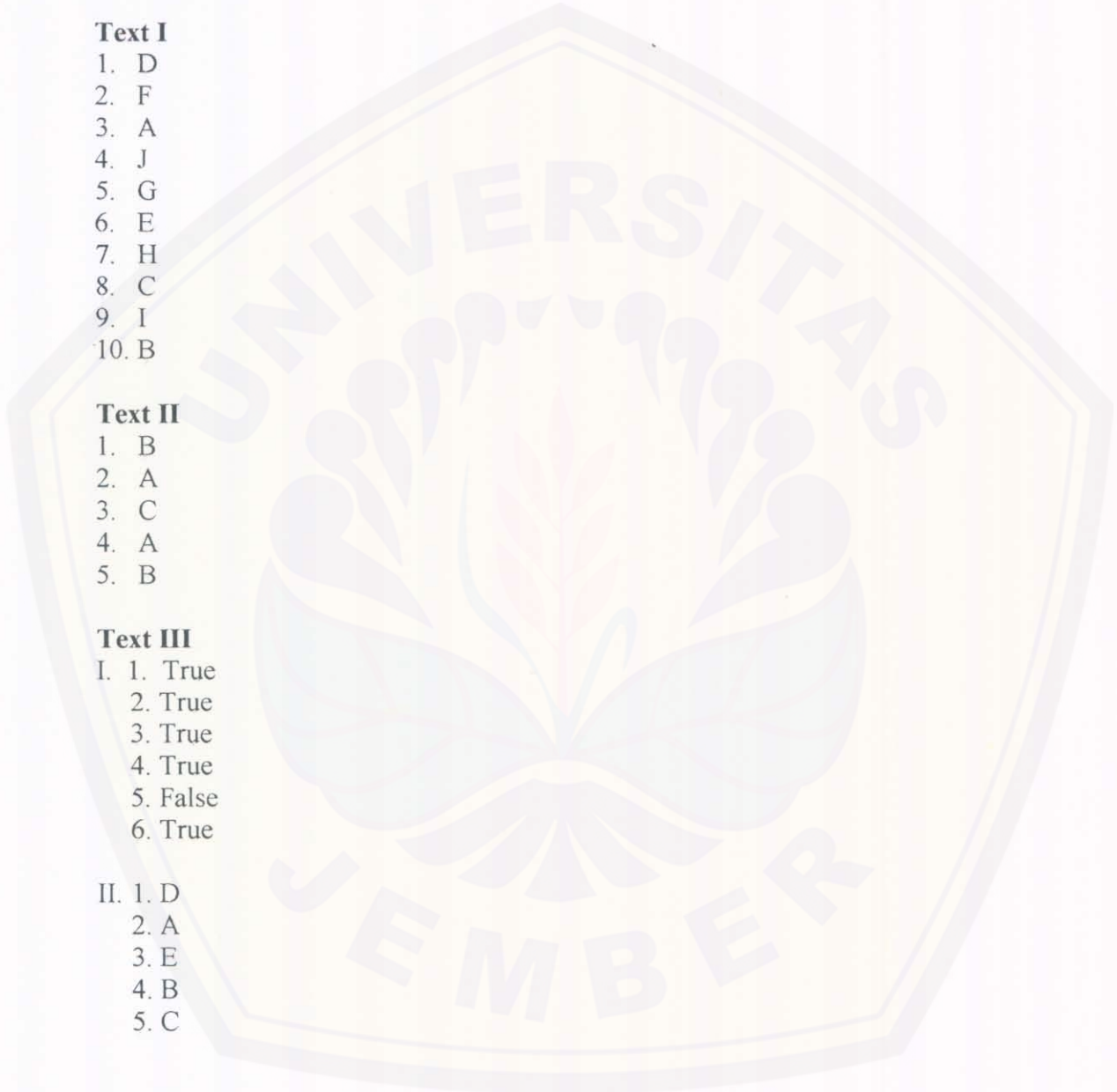
Appendix 5.

Guide of Documents

No	The Data Required	Data Resources
1	The name of respondents	The school administrations' record
2	The students' English scores of Cawu I	The English teacher record

Interview Guide

No	Questions
1	Did you give information about how to use a dictionary to the students ?
2	Did you introduce kinds of dictionary to the students ?
3.	Have you ever find the students who experienced difficulties to use a dictionary ?

Observation Guide

No	The Data Required	Observational Object
1	Students' Performance to use their dictionary	The English Teacher and the Students

Appendix 6. The Students' English Scores of Cawu I

NO	KELAS				
	A	B	C	D	E
1	2	3	4	5	6
1	70	62	58	70	60
2	62	78	60	62	74
3	64	64	72	58	62
4	76	56	54	60	60
5	58	70	62	72	80
6	48	68	64	62	60
7	60	80	72	56	60
8	72	56	58	70	48
9	50	70	60	82	76
10	60	60	85	60	58
11	44	60	60	72	60
12	58	72	72	48	58
13	48	84	62	58	76
14	64	45	56	60	68
15	68	55	48	72	50
16	60	65	48	74	60
17	78	74	72	80	68
18	76	75	68	62	76
19	68	68	76	50	56
20	70	72	60	44	66
21	66	82	50	46	80
22	76	62	60	56	60
23	60	72	48	62	74
24	62	60	52	70	60
25	50	50	50	80	56
26	60	80	60	60	64
27	68	52	70	62	70
28	70	48	58	58	60
29	52	52	72	60	66
30	50	64	80	70	60
31	62	70	78	46	56
32	48	60	68	50	44
33	58	60	64	60	76
34	54	54	58	62	58

Continued

1	2	3	4	5	6
35	60	72	76	52	70
36	70	44	74	70	74
37	62	54	82	80	90
38	54	60	70	78	68
39	62	70	62	76	66
40	72	80	58	62	66
41	68	78	60	58	48
42	60	48	72	60	58
43	54	60	62	72	80
44	60	62	56	70	68
45	70	60	60	62	70
46		58			60

Appendix 7. The Name of Respondents

NO	NAME	NO.	NAME
1.	Abdurrokhim Nurul	24.	Husein Fahmi
2.	Agung Budi Ariyanto	25.	Ida Bagus M.
3.	Agustin Utari	26.	Intan Arofah
4.	Anita Permanasari	27.	Lia Rosaliani
5.	Arfian Pranoto	28.	Lina Agustina
6.	Arthalina Iman Sari	29.	Lucky Ali Akbar
7.	Catur Mei Nasrullah	30.	Mega Seniawati
8.	Citra Ayuditya	31.	Mohammad Faisol
9.	David Prima W	32	Novi Yuni M
10.	Dewi Nur C.	33.	Nurul Anwar
11.	Dita Ayu Kristiana	34.	Puput Pujiastutik
12.	Defri Hidayat	35.	Risma Ayu Kristiani
13.	Dwi Ega Suarsih	36.	Rosita Wulandari
14.	Dwi Sulityowati	37.	Santi Wahyuni
15.	Erni Sugianto	38.	Sinestesia Rima
16.	Ermita Fajar P	39.	Sofian Hidayat
17.	Evi Kurniawati	40.	Sony Risyana
18.	Fara Rahma Dewi	41.	Suwarno
19.	Fatima Kuri	42.	Tia Nur Haq
20.	Hanifah	43.	Titik Retnowati
21.	Hari Windarto	44.	Umbar Pujiana
22.	Hendara Dwi S	45.	Veni Puspitasari
23.	Heni Suspalanita	46.	Wilda Pramitasari

Appendix 8. The results of questionnaire and reading test

NO	Motivation to Use a Dictionary			Reading Comprehension
	Intrinsic	Extrinsic	Total	
1	2	3	4	5
1	18	20	38	100
2	15	10	25	77
3	17	10	27	81
4	14	10	24	73
5	18	15	33	81
6	14	14	28	81
7	9	8	17	58
8	17	12	29	81
9	20	18	38	96
10	14	12	26	77
11	16	18	34	88
12	20	18	38	100
13	11	10	21	73
14	17	10	27	85
15	18	7	25	81
16	14	8	22	77
17	18	10	28	88
18	20	12	32	81
19	11	13	24	73
20	17	11	28	85
21	19	15	34	85
22	18	12	30	81
23	15	10	25	77
24	14	6	20	69
25	19	10	29	85
26	16	4	20	65
27	20	15	35	96
28	17	7	24	77
29	15	5	20	73
30	20	10	30	77
31	17	8	25	65
32	16	5	21	77
33	20	15	35	92

Continued

1	2	3	4	5
34	18	13	31	81
35	18	5	23	81
36	17	18	35	92
37	20	13	33	88
38	14	7	21	73
39	15	6	21	77
40	12	15	27	85
41	5	5	10	42
42	19	9	28	81
43	12	8	20	65
44	14	12	26	88
45	18	15	33	85
46	20	18	38	96

Appendix 9. The Correlational Analysis Between Motivation to Use
a Dictionary and Reading Comprehension

NO	Motivation (X)	Reading (Y)	X²	Y²	XY
1	38	100	1444	10000	3800
2	25	77	625	5929	1925
3	27	81	729	6561	2187
4	24	73	576	5329	1752
5	33	81	1089	6561	2673
6	28	81	784	6561	2268
7	17	58	289	3364	986
8	29	81	841	6561	2349
9	38	96	1444	9216	3648
10	26	77	676	5929	2002
11	34	88	1156	7744	2992
12	38	100	1444	10000	3800
13	21	73	441	5329	1533
14	27	85	729	7225	2295
15	25	81	625	6561	2025
16	22	77	484	5929	1694
17	28	88	784	7744	2464
18	32	81	1024	6561	2592
19	24	73	576	5329	1752
20	28	85	784	7225	2380
21	34	85	1156	7225	2890
22	30	81	900	6561	2430
23	25	77	625	5929	1925
24	20	69	400	4761	1380
25	29	85	841	7225	2465
26	20	65	400	4225	1300
27	35	96	1225	9216	3360
28	24	77	576	5929	1848
29	20	73	400	5329	1460
30	30	77	900	5929	2310
31	25	65	625	4225	1625
32	21	77	441	5929	1617
33	35	92	1225	8464	3220
34	31	81	961	6561	2511
35	23	80	529	6400	1840
36	35	92	1225	8464	3220
37	33	88	1089	7744	2904
38	21	73	441	5329	1533
39	21	77	441	5929	1617
40	27	85	729	7225	2295
41	10	42	100	1764	420
42	28	80	784	6400	2240
43	20	65	400	4225	1300
44	26	88	676	7744	2288
45	33	85	1089	7225	2805
46	38	96	1444	9216	3648
Total	1258	3687	36166	300831	103568

Appendix 10. The Correlational Analysis Between Intrinsic Motivation to Use a Dictionary and Reading Comprehension

NO	Intrinsic (X)	Reading (Y)	X^2	Y^2	XY
1	18	100	324	10000	1800
2	15	77	225	5929	1155
3	17	81	289	6561	1377
4	14	73	196	5329	1022
5	18	81	324	6561	1458
6	14	81	196	6561	1134
7	9	58	81	3364	522
8	17	81	289	6561	1377
9	20	96	400	9216	1920
10	14	77	196	5929	1078
11	16	88	256	7744	1408
12	20	100	400	10000	2000
13	11	73	121	5329	803
14	17	85	289	7225	1445
15	18	81	324	6561	1458
16	14	77	196	5929	1078
17	18	88	324	7744	1584
18	20	81	400	6561	1620
19	11	73	121	5329	803
20	17	85	289	7225	1445
21	19	85	361	7225	1615
22	18	81	324	6561	1458
23	15	77	225	5929	1155
24	14	69	196	4761	966
25	19	85	361	7225	1615
26	16	65	256	4225	1040
27	20	96	400	9216	1920
28	17	77	289	5929	1309
29	15	73	225	5329	1095
30	20	77	400	5929	1540
31	17	65	289	4225	1105
32	16	77	256	5929	1232
33	20	92	400	8464	1840
34	18	81	324	6561	1458
35	18	80	324	6400	1440
36	17	92	289	8464	1564
37	20	88	400	7744	1760
38	14	73	196	5329	1022
39	15	77	225	5929	1155
40	12	85	144	7225	1020
41	5	42	25	1764	210
42	19	80	361	6400	1520
43	12	65	144	4225	780
44	14	88	196	7744	1232
45	18	85	324	7225	1530
46	20	96	400	9216	1920
Total	746	3687	12574	300831	60988

Appendix 11. The Correlational Analysis Between Intrinsic Motivation to Use
a Dictionary and Reading Comprehension

NO	Extrinsic (X)	Reading (Y)	X²	Y²	XY
1	20	100	400	10000	2000
2	10	77	100	5929	770
3	10	81	100	6561	810
4	10	73	100	5329	730
5	15	81	225	6561	1215
6	14	81	196	6561	1134
7	8	58	64	3364	464
8	12	81	144	6561	972
9	18	96	324	9216	1728
10	12	77	144	5929	924
11	18	88	324	7744	1584
12	18	100	324	10000	1800
13	10	73	100	5329	730
14	10	85	100	7225	850
15	7	81	49	6561	567
16	8	77	64	5929	616
17	10	88	100	7744	880
18	12	81	144	6561	972
19	13	73	169	5329	949
20	11	85	121	7225	935
21	15	85	225	7225	1275
22	12	81	144	6561	972
23	10	77	100	5929	770
24	6	69	36	4761	414
25	10	85	100	7225	850
26	4	65	16	4225	260
27	15	96	225	9216	1440
28	7	77	49	5929	539
29	5	73	25	5329	365
30	10	77	100	5929	770
31	8	65	64	4225	520
32	5	77	25	5929	385
33	15	92	225	8464	1380
34	13	81	169	6561	1053
35	5	80	25	6400	400
36	18	92	324	8464	1656
37	13	88	169	7744	1144
38	7	73	49	5329	511
39	6	77	36	5929	462
40	15	85	225	7225	1275
41	5	42	25	1764	210
42	9	80	81	6400	720
43	8	65	64	4225	520
44	12	88	144	7744	1056
45	15	85	225	7225	1275
46	18	96	324	9216	1728
Total	512	3687	6486	300831	42580

Tabel F (lanjutan) — nilai atas = 1%, nilai bawah = 5%

db dari MK Pembilang

db dari MK PEMBAGI		12	8	6	5	4	3	2	1
20	1% / 5%	3.23 / 2.28	3.56 / 2.45	3.87 / 2.60	4.10 / 2.71	4.43 / 2.87	4.94 / 3.10	5.85 / 3.49	8.10 / 4.35
21	1% / 5%	3.17 / 2.23	3.51 / 2.42	3.81 / 2.57	4.04 / 2.68	4.37 / 2.84	4.87 / 3.07	5.78 / 3.47	8.02 / 4.32
22	1% / 5%	3.12 / 2.23	3.45 / 2.40	3.75 / 2.55	3.99 / 2.66	4.31 / 2.82	4.82 / 3.05	5.72 / 3.44	7.94 / 4.30
23	1% / 5%	3.07 / 2.20	3.41 / 2.38	3.71 / 2.53	3.94 / 2.64	4.26 / 2.80	4.76 / 3.03	5.66 / 3.42	7.88 / 4.28
24	1% / 5%	3.03 / 2.18	3.36 / 2.36	3.67 / 2.51	3.90 / 2.62	4.22 / 2.78	4.72 / 3.01	5.61 / 3.40	7.82 / 4.26
25	1% / 5%	2.99 / 2.16	3.32 / 2.34	3.63 / 2.49	3.86 / 2.60	4.18 / 2.76	4.68 / 2.99	5.57 / 3.38	7.77 / 4.24
26	1% / 5%	2.96 / 2.15	3.29 / 2.32	3.59 / 2.47	3.82 / 2.59	4.14 / 2.74	4.64 / 2.98	5.53 / 3.37	7.72 / 4.22
27	1% / 5%	2.93 / 2.13	3.26 / 2.30	3.56 / 2.46	3.78 / 2.57	4.11 / 2.73	4.60 / 2.96	5.49 / 3.35	7.68 / 4.21
28	1% / 5%	2.90 / 2.12	3.23 / 2.29	3.53 / 2.44	3.75 / 2.56	4.07 / 2.71	4.57 / 2.95	5.45 / 3.34	7.64 / 4.20
29	1% / 5%	2.87 / 2.10	3.20 / 2.28	3.50 / 2.43	3.73 / 2.54	4.04 / 2.70	4.54 / 2.93	5.42 / 3.33	7.60 / 4.18
30	1% / 5%	2.84 / 2.09	3.17 / 2.27	3.47 / 2.42	3.70 / 2.53	4.02 / 2.69	4.51 / 2.92	5.39 / 3.32	7.56 / 4.17
40	1% / 5%	2.66 / 2.00	2.99 / 2.18	3.29 / 2.34	3.51 / 2.45	3.83 / 2.61	4.31 / 2.84	5.18 / 3.23	7.31 / 4.04
60	1% / 5%	2.50 / 1.92	2.82 / 2.10	3.12 / 2.25	3.34 / 2.37	3.65 / 2.52	4.13 / 2.76	4.98 / 3.15	7.08 / 4.00
120	1% / 5%	2.34 / 1.83	2.66 / 2.02	2.96 / 2.17	3.17 / 2.29	3.48 / 2.45	3.95 / 2.60	4.79 / 3.07	6.85 / 3.92
∞	1% / 5%	2.18 / 1.75	2.51 / 1.94	2.80 / 2.09	3.01 / 2.21	3.32 / 2.37	3.78 / 2.60	4.60 / 2.99	6.64 / 3.84

Tabel F — nilai atas = 1%, nilai bawah = 5%

db dari MK Pembilang

db dari MK PEMBAGI		1	2	3	4	5	6	8	12
2	1% / 5%	98.49 / 18.51	99.00 / 19.00	99.17 / 19.16	99.25 / 19.25	99.30 / 19.30	99.33 / 19.33	99.36 / 19.37	99.42 / 19.41
3	1% / 5%	34.12 / 10.13	30.81 / 9.55	29.46 / 9.28	28.71 / 9.12	28.24 / 9.01	27.91 / 8.94	27.49 / 8.84	27.05 / 8.74
4	1% / 5%	21.20 / 7.71	18.00 / 6.94	16.69 / 6.59	15.98 / 6.39	15.52 / 6.26	15.21 / 6.16	14.80 / 6.04	14.37 / 5.91
5	1% / 5%	16.26 / 6.61	13.27 / 5.79	12.06 / 5.41	11.39 / 5.19	10.97 / 5.05	10.67 / 4.95	10.29 / 4.82	9.89 / 4.68
6	1% / 5%	13.74 / 5.99	10.92 / 5.14	9.78 / 4.76	9.15 / 4.53	8.75 / 4.39	8.47 / 4.28	8.10 / 4.15	7.72 / 4.00
7	1% / 5%	12.25 / 5.59	9.55 / 4.74	8.45 / 4.35	7.85 / 4.12	7.46 / 3.97	7.19 / 3.87	6.84 / 3.73	6.47 / 3.57
8	1% / 5%	11.26 / 5.32	8.65 / 4.46	7.59 / 4.07	7.01 / 3.84	6.63 / 3.69	6.37 / 3.58	6.03 / 3.44	5.67 / 3.28
9	1% / 5%	10.56 / 5.12	8.02 / 4.26	6.99 / 3.86	6.42 / 3.63	6.06 / 3.48	5.80 / 3.37	5.47 / 3.23	5.11 / 3.07
10	1% / 5%	10.04 / 4.96	7.56 / 4.10	6.55 / 3.71	5.99 / 3.48	5.64 / 3.33	5.39 / 3.22	5.06 / 3.07	4.71 / 2.91
11	1% / 5%	9.65 / 4.84	7.20 / 3.98	6.22 / 3.59	5.67 / 3.36	5.32 / 3.20	5.07 / 3.09	4.74 / 2.95	4.40 / 2.79
12	1% / 5%	9.33 / 4.75	6.93 / 3.88	5.95 / 3.49	5.41 / 3.26	5.06 / 3.11	4.82 / 3.00	4.50 / 2.85	4.16 / 2.69
13	1% / 5%	9.07 / 4.67	6.70 / 3.80	5.74 / 3.41	5.20 / 3.18	4.86 / 3.02	4.62 / 2.92	4.30 / 2.77	3.96 / 2.60
14	1% / 5%	8.86 / 4.60	6.51 / 3.74	5.56 / 3.34	5.03 / 3.11	4.69 / 2.96	4.46 / 2.85	4.14 / 2.70	3.80 / 2.53
15	1% / 5%	8.68 / 4.54	6.36 / 3.68	5.42 / 3.29	4.89 / 3.06	4.56 / 2.90	4.32 / 2.79	4.00 / 2.64	3.67 / 2.48
16	1% / 5%	8.53 / 4.49	6.23 / 3.63	5.29 / 3.24	4.77 / 3.01	4.44 / 2.85	4.20 / 2.74	3.89 / 2.59	3.55 / 2.42
17	1% / 5%	8.40 / 4.45	6.11 / 3.59	5.18 / 3.20	4.67 / 2.96	4.34 / 2.81	4.10 / 2.70	3.79 / 2.55	3.45 / 2.38
18	1% / 5%	8.28 / 4.41	6.01 / 3.55	5.09 / 3.16	4.58 / 2.93	4.25 / 2.77	4.01 / 2.66	3.71 / 2.51	3.37 / 2.34
19	1% / 5%	8.18 / 4.38	5.93 / 3.52	5.01 / 3.13	4.50 / 2.90	4.17 / 2.74	3.94 / 2.63	3.63 / 2.48	3.30 / 2.31

TABEL NILAI - NILAI r PRODUCT-MOMENT.
DENGAN TARAF SIGNIFIKANSI 5% DAN 1%.

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5%	1%		5%	1%
3	0,977	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,703	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,080
37	0,325	0,418	1000	0,062	0,081

4). Ibid. p.273.

Appendix 14. The Estimation of Reliability Coefficient of the Questionnaire (Try Out)

NO	ITEMS																				TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	X	Y
1	2	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	0	2	0	2	15	20
2	2	1	2	1	2	2	2	2	1	2	2	2	1	2	2	2	0	2	0	2	13	18
3	1	1	0	1	1	1	1	2	1	2	1	1	1	1	1	2	1	1	0	1	8	13
4	1	1	2	0	2	2	2	2	0	0	0	0	0	0	0	2	0	2	0	2	7	11
5	1	2	1	1	2	2	2	2	0	2	2	2	2	2	2	2	0	1	1	1	11	16
6	2	2	2	1	2	2	2	2	0	2	2	2	2	2	2	1	0	2	2	2	16	19
7	2	1	1	2	2	2	2	2	2	2	2	2	2	2	2	2	0	2	1	1	16	19
8	1	1	0	1	2	1	1	1	1	1	1	1	1	1	1	2	1	2	1	1	9	12
9	1	1	0	1	2	1	1	1	1	2	1	1	2	1	1	1	1	1	2	1	12	10
10	2	2	1	2	2	2	2	1	2	2	2	2	1	1	2	0	2	0	2	1	18	13
11	2	2	1	1	2	1	1	1	1	2	2	1	2	1	0	0	1	1	1	1	14	10
12	1	1	1	1	2	1	1	1	1	2	2	2	2	1	1	1	1	1	2	0	10	10
13	2	2	2	2	1	2	2	1	2	2	2	2	1	2	1	2	1	0	0	2	17	18
14	2	2	2	1	1	2	2	1	1	2	1	2	1	1	1	1	1	1	0	0	13	12
15	2	0	1	1	0	1	0	1	0	2	1	1	2	1	1	1	1	1	1	1	9	10

X = 188   Y = 211

X² = 2524   Y² = 3173

             XY = 2753

rxy = 0,585

r11 = 0,7382

Notes :

No = Number of Respondents

Item = Point for Each Number of the Questionnaire

X = The Total Score of the Odd Number

Y = The Total Score of the Even Number

rxy = The Coefficient Correlation between Odd and even Number

r11 = Reliability Coefficient

Appendix 15. The Estimation of Reliability Coefficient of the Reading Test (Try Out)

NO	ITEMS																										Total	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	X	Y
1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	11	11
2	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	10	9
3	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	0	1	1	10	11
4	0	1	1	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	1	1	9	9
5	1	1	1	0	0	0	1	1	1	0	1	0	0	1	1	1	0	0	0	0	0	0	1	0	1	1	8	5
6	1	1	0	0	0	1	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	1	10	10
7	1	0	0	0	0	0	1	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	1	1	1	0	7	8
8	1	0	1	0	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	0	8	9
9	0	1	0	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	0	8	8
10	0	1	0	0	0	1	1	0	0	0	1	1	1	1	0	0	1	0	0	0	0	1	1	0	0	1	10	12
11	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	10	8
12	0	0	0	0	1	1	1	0	0	1	0	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	8	7
13	1	1	1	0	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	9	7
14	1	1	0	1	0	1	1	0	1	1	1	0	0	1	0	1	1	1	0	1	0	1	1	1	1	1	8	10
15	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	0	1	0	9	11

X = 135
X² = 1233

Y = 135
Y² = 1265
XY = 1232

rxy = 0,5667

r11 = 0,7234

Notes :

No = Number of Respondents
Item = Point for Each Number of the Reading Test
X = The Total Score of the Odd Number
Y = The Total Score of the Even Number
rxy = The Coefficient Correlation between Odd and even NUmber
r11 = Reliability Coefficient

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Yang bertan da tangan dibawah ini,

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Pangkat / Golongan : Guru Pembina , IV/a
J a b a t a n   : Kepala Sekolah
U n i t K e r j a : SLTP 4 Jember

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N I M   : 96 - 321
Program / Jurusan : Bhs. Inggris/Pend.Bahasa dan Seni

Benar benar telah mengadakan penelitian pada tanggal 15 Pebruari
2001 dalam rangka penyusunan Skripsi dengan judul " THE CORRELA-
TION BETWEEN MOTIVATION TO USE A DICTIONARY AND READING COMPRE -
HENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS AT SLTP 4 JEMBER
IN THE 2000/2001 ACADEMIC YEAR ".
Demikian Surat Keterangan ini kami buat untuk dipergunakan seba-
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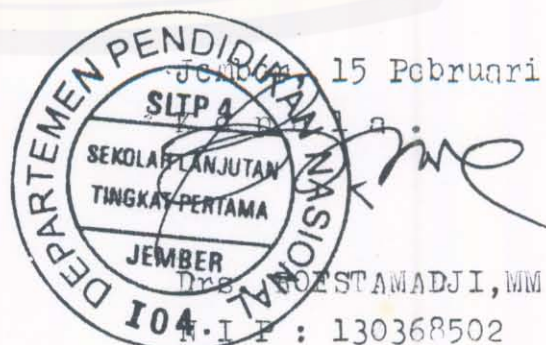
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Nomor : 386 /J25.1.5/PL5/2000   **0 7 FEB 2001**
Lampiran : Proposal
Perihal : Ijin Penelitian

Kepada : Yth. Sdr. KEPALA SEKOLAH

SLTP 4 JEMBER

di.

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Dengan ini Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember

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Program/Jurusan : BAHASA INGGRIS / PEND. BAHASA & SENI

Berkenaan dengan penyelesaian studinya, maka mahasiswa tersebut bermaksud

melaksanakan penelitian dengan Judul :

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READING COMPREHENSION ACHIEVEMENT OF THE SECOND YEAR STUDENTS

AT SLTP 4 JEMBER IN THE 2000/2001 ACADEMIC YEAR

Pada lembaga yang saudara pimpin.

Schubungan dengan hal tersebut diatas kami mohon dengan hormat saudara

berkenan dan sekaligus kami mohon bantuan informasinya.

Atas perkenan dan perhatiannya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Ds. DJOKO SUHUD
NIP. 130 355 407

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Judul Skripsi   : ....

Pembimbing I   : Drs. SUGENG ARIYANTO, MA

Pembimbing II   : ....

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.			
2.	27 April 2000	Bab I	
3.	10 Mei 2000	Bab 1	
4.	13 Mei 2000	Bab 1	
5.	10 Juli 2000	Bab II	
6.	8 Agustus 2000	Bab II	
7.	18 September 2000	Bab II	
8.	5 October 2000	Bab II + III	
9.	1 Nopember 2000	Bab I, II, IV	
10.	27 Februari 2001	Bab IV + V	
11.	1 Maret	IV + V	
12.	3 Maret	Bab I, II, III, IV, V	
13.			
14.			
15.			

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Judul Skripsi : ....

Pembimbing I : Drs. Sugeng Ariyanto, MA

Pembimbing II : Drs. I. Putu Sukmaantara, MEd

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T. Pembimbing
1.			
2.	12 Agustus 2000	Bab I, II .	
3.	21 Agustus 2000	Bab I, II .	
4.	10 October 2000	Bab I, II, III	
5.	23 October 2000	Bab I, II, III	
6.	6 Maret 2000	Bab I, II, III, IV, V .	
7.	12 Maret 2000	Bab I, II, III, IV, V .	
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