A CORRELATIONAL STUDY OF READING SPEED AND THE EXTENT OF VOCABULARY AMONG STUDENTS OF PESANTREN IMMIM UJUNG PANDANG (A CASE STUDY)

A THESIS

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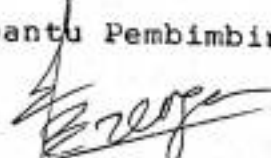FAKULTAS SASTRA
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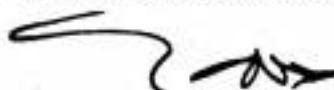
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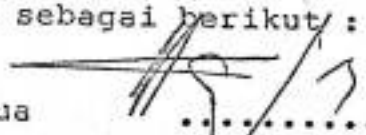Disetujui untuk diteruskan kepada panitia ujian sekripsi
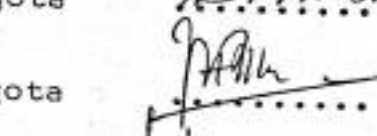
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FAKULTAS SASTRA

Pada hari ini, <u>Sabtu</u> tanggal <u>28 September 1991</u> Panitia Ujian Sekripsi menerima dengan baik sekripsi yang berjudul; A CORRELATIONAL STUDY OF READING SPEED AND THE EXTENT OF VOCABULARY AMONG STUDENTS OF PESANT- REN IMMIM UJUNG PANDANG (A CASE STUDY) ini yang di- ajukan dalam rangka memenuhi salah satu syarat guna memperoleh gelar sarjana Sastra jurusan Sastra Inggris pada Fakultas Sastra Universitas Hasanuddin Ujung Pan- dang dengan susunan panitia penguji sebagai berikut :

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ABSTRACT

Dengan semakin pesatnya kemajuan Ilmu Pengetahuan dan technologi sebagai konsekwensi nalar serta kemampuan daya pikir umat manusia memberi dampak terhadap pola kehidupan masyarakat, baik itu secara langsung maupun tidak langsung. Hal ini adalah merupakan tantangan yang harus kita hadapi serta wajib kita pecahkan bersama. Dengan kata lain kita ditantang untuk mengadaptasikan diri terhadap perkembangan Ilmu pengetahuan dan technologi tersebut.

Ada banyak cara yang tersedia untuk menjawab tantangan era modernisasi ini. Salah satu diantaranya adalah dengan banyak membaca buku-buku untuk memperoleh informasi tentang Ilmu pengetahuan dan technologi yang kita butuhkan.

Dengan membaca kita akan memperoleh banyak pengetahuan tentang budaya antar bangsa. Pengetahuan tentang sejarah dan budaya dari orang-orang sebelum kita yang erat kaitannya dengan kejadian-kejadian masa kini dan bahkan dengan peristiwa-peristiwa yang akan terjadi pada masa yang akan datang.

Membaca adalah suatu hal yang sangat penting bagi semua orang, khususnya bagi siswa-siswi yang ingin memperluas wawasan berfikir dan pengetahuannya yang telah diperolehnya baik didalam kelas maupun diluar sekolah. Terlebih lagi membaca dapat pula meningkatkan harkat dan martabat kita sebagai mahluk yang berbudaya.

Sekripsi ini berjudul "A Correlational Study of Reading Speed and The Extent of Vocabulary Among Students of Pesantren IMMIM Ujung Pandang; yaitu suatu study kasus yang mencoba menemukan hubungan timbal balik antara kecepatan membaca dan perluasan kosa kata yang dimiliki oleh santri-santri (siswa-siswa) kelas tiga Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang.

Sehubungan dengan hipotesa bahwa terdapat hubungan timbal balik antara kecepatan membaca dengan perluasan kosa kata, maka penulis telah melakukan suatu penelitian mengenai kedua variabel tersebut diatas.

Data yang diperoleh dalam penelitian ini dianalisa dengan mempergunakan Pearson's Product Moment Analysis yang kemudian membuktikan adanya korelasi positif antara kecepatan membaca dan perluasan kosa kata pada santri-santri dari Pondok Pesantren tersebut. Dan sekalipun kecepatan membaca mereka rata-rata masih tergolong rendah, namun penguasaan dan perluasan kosa kata yang mereka miliki sudah dapat dikatakan cukup baik.

Setelah melalui beberapa rintangan yang cukup be-

rat, penulis akhirnya berhasil memperoleh tingkat ko-
relasi antara kecepatan membaca dan perluasan kosa ka-
ta senilai 0,530 dari santri-santri semester enam di
Pondok Pesantren itu. Dan setelah tingkat nilai terse-
but dicocokkan dengan tabel nilai-nilai kritik (r), di
peroleh angka 0,463. Hal ini berarti bahwa kedua vari-
abel tersebut (perluasan kosa kata dan kecepatan mem-
baca) memiliki tingkat korelasi yang positif. Posisi
signifikansinya berada antara 0,400 sampai 0,600 yang
dapat dilihat pada tabel 1 dalam sekripsi ini.

CHAPTER I

INTRODUCTION

1.1. Background of Writing

Learning English as a foreign or second language covers four skills, they are listening, speaking, reading, and writing. Among the four skills, reading gets greater attention than three other ones. The fact shows us that most people prepare themselves to be able to read as well as to understand the English reading materials. This is because many of the scientific books are written in English.

Alwasilah (1985:163) says that according to UNESCO at least 62% of the scientific books are written in English while the people who can read and understand English as a foreign or second language is still very limited. Probably most of them are only the students of English Departement in colleges and courses. This number does not guarantee that they can obtain information much. This is because they do not have capability to read fast. And if we compare with the issues of information which are published in every day of course the number of the reader is too small.

In the Pondok Pesantren Modern Pendidikan Al Quran IMMIM Ujung Pandang, the English Subject is

learned from the first to the last semester. It is about six years, two semesters each year. The English subject is broken down into structure, or tenses, speaking, vocabulary building, etc. In the reading subject the students are taught to seek information from the reading materials which consist of analyzing the main idea, supporting detail, and the way the writer expresses his idea as well. Moreover they are taught how to improve their reading skills. Nevertheless it is not tought as detailed as found in college curriculum.

Some of the researchers of English have found the data that most of the readers of English as a foreign or second language still could not read well. And this is responded seriously by many teachers and students who are concerned with the reading problems. Rajab Johary in his note (1986) says that the average of the students still could not read the English text book better and effectively. This causes most of them feel difficult to read English books. Moreover, this is affecting the inability of the students to read rapidly. This statement are supported by Cristine and Smith (1988; 45) who say that the average reading for the English as a foreign or second language students is approximately 120 to 150 words per minute. While

according to Celce and his friends (1979 ; 35) the
the average of them have to reach at least 200 words
per minute.

1.2. Reason for Choosing the Title

Realizing the importance of reading because of
the development of science and technology, the writer
is interested in writing one of the aspects of read-
ing which is needed today. This is known as 'read-
ing speed' and 'vocabulary enlargement'.

Thus the main reason why the writer is interest-
ed in writing about the reading speed and the extent
of the vocabulary is because of the development of
the science and technology which demand people to
hunt information as much as possible. It proves
that people have to be a good reader, or have to
be a good speed reader.

That the Minister of Education and Culture of
the Republic of Indonesia, Rifai (1979:v), in one
of his decicion letter states that the aim of Eng-
lish teaching in the secondary schools is to give
the pulpils a 'working knowledge' of English which
is useable as one of the tools in understanding
lectures and text books in the university later on.

Another reason is to fulfill one of the rules
in finishing the study at the English Departement
of Hasanuddin University, that is by writing a
scientific work.

1.3. Scope of the Problems

The scope of this research is to find out and describe the correlation between reading speed and the extent of vocabulary doing by the students of the Pondok Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang..The research is limited to the third year students only as those students are the ones who have learned English for three years, or six semesters.

1.4. Methodology and Procedure

1.4.1. Method of Collecting Data

1.4.1.1. Library Research

Library research was applied for getting some information from the text-books which have relationship to the topic of the thesis.

1.4.1.2. Field Research

Field research means that in collecting the data, the writer presents written tests such as read - ing speed test, vocabulary enlarge ment test and questionnaire. There was an interview also in order to get more information about those samples.

1.4.2. Method of Composing the Thesis

1.4.2. Method of Composing the Thesis

      1.4.2.1. Descriptive Method

            The writer uses the descriptive
method to describe the data which
are obtained through the thesis.

      1.4.2.2. Person's Product Moment Analysis

            Person's product moment analysis
is the technique used to show the
correlation between the two vari-
ables; reading speed and the ex-
tent of the vocabulary.

            Sutrisno Hadi (1987:273) says :
"korelasi produk moment melukiskan
hubungan antara dua gejala inter-
val... gejala interval adalah ge-
jala yang menggunakan skala peng-
ukuran yang berjarak sama".

1.4.3. Procedure of Collecting Data

      1.4.3.1. Population

            The population of the research is
the students of Pesantren Modern
Pendidikan Al-Quran IMMIM Ujung
Pandang. These students are chose-
en as the population since they
are considered to have passed the
English subject which they studied

six semesters for three years; two
semesters each year.

1.4.3.2. Sample

The sample of the research is the
third year students of the Pondok
Pesantren IMMIM Ujung Pandang. The
sampling technique of this research
is total sampling.

1.4.3.3. Instrument

The instrument of the research con-
sists of two reading speed tests,
two vocabulary enlagement tests,
and a questionnaire. The descript-
ion of these instruments is as fol-
lows :

Reading Speed Test

The reading speed test used in this
research consist of two, namely :
One Night On The Mt. Everest Of
Man-Made Structure (520 words)
and Thanksgiving Day (600 words).
These tests are used to measure the
reading speed. They are conformed
to be read by the population of the
research who are in pre-advanced
and in advanced levels. This is

supported by Heaton (1975) in La Uhudu (1989:15) who says that advanced level of reading material consists of 400 to 600 running words.

Vocabulary Enlargement Test

Like the reading speed tests, Vocabulary enlagement test also comprise three kinds. These tests are taken from the reading speed tests. Each of the vocabulary enlagement test of the two reading materials has fifteen numbers. Each of them values one score. It means that if all the answers of the students are correct, they get 100 %.

Questionnaire

The questionnaire is used to collect information about the students' backround in learning English; their interest in reading subject in general and in speed reading in particular.

The questionnaire aims to get information of data of the students' ability to read speedily; whether the

students of the Pondok Pesantren of
the third year able to do speed
reading and enriching vocabulary or
not.

The writer collects the data through written
tests. In collecting the data, the writer
distributes the written instruments to the
third year students of the Pondok Pesantren.
Those tests were carried out on Monday 10,
June 1991. After distributing the tests, the
writer took a few minutes to give some expla-
nations of how to work with those tests and
then lets the students to do them. Each read-
ing speed test should be read as quickly as
possible. While the vocabulary extending
tests should be done as well as the students'
capabilities. After finishing the reading
speed and the vocabulary extending tests,
the questionnaire was distributed. The time
used to complete the data distribution is
about 115 minutes. That is ranging from ele-
ven o'clock to five to one o'clock p.m.

1.4.4. Technique of Analyzing Data

For the first time the writer analyze
the data of reading speed tests by using the
formula as follow;

$$\frac{\text{number of words have been read}}{\text{number of time used (second elapsed)}} \quad X \quad 60 \quad = \quad ..... \quad WPM*$$

Secondly, the writer analyze the data of vocabulary extending tests by using the percentage system as follows;

$$\frac{\text{sum of correct numbers}}{\text{total number of question's items}} \quad X \quad 100 \quad = \quad ..... \quad VE*$$

The words in the both formulas stand for;

WPM = Words Per Minute

VE = Vocabulary Enrichment

To make the researcher easier to analyze in the correlation product moment analysis, the data are grouped from the highest to the lowest.

To know the degree of correlation between the reading speed and the extent of vocabulary, he used the formula of Pearson's product moment analysis as follows;

$$r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}}$$

The words in the formula stand for;

r_{xy} = coeficient variable between variable "x" and "y".

Σ xy = sigma product moment "x" and "y".

To interpret the result of the corre-
lation analysis, the writer uses the stand-
ard of correlation product moment (r) as
in the following table;

Table 1

r	interpretation
Between 0,800 to 1,000	High
Between 0,600 to 0,800	Substantial
Between 0,400 to 0,600	Moderate
Between 0,200 to 0,400	Low
Between 0,000 to 0,200	Very low (Neglible or no correlation)

To know the significance of correlat-
ion between reading speed and the extent of
vocabulary, the writer uses the table of
the critical value of (r) product moment
which was composed by L.D. Edmison of (r)
as follows;

$$r = \sqrt{\frac{t^2}{n - 2 + t^2}}$$

The complete table of this formula is
attached in the Appendix of this thesis.
The function of the table shows us the in-
terval of the significance based on the po-

pulation of the sample.

The last data analysis is the result of the questionnaire. The data acquired from the questionnaire were tabulated into a table of frequency, and each of them was a-nalyzed individually. All of the findings can be seen completely in the chapter of presentation of data.

5. Objective Of The Research

The research aims at finding out the correlation between reading speed and the extent of the vocabulary of the third year students of Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang.

The result of the research is expected to be used by whoever interested in improving his skill of reading speed and vocabulary enriching, especially for the students of the Pondok.

. Sequence Of Presentation

The Thesis will be composed in four chapters; Chapter One includes the Introduction that is describes the backround of writing, reasons for choosing the title, the scope of the problems, methodology and procedure, objective of the research, and the sequence of presentation.

Chapter Two deals with review of related literature which describes some concepts of reading such as;

definition of reading, levels of reading, reading speed, vocabulary enrichment, and the correlation between reading speed and the extent of the vocabulary.

Chapter Three deals with the data analysis and the discussion of the reading speed tests, vocabulary enriching tests, questionnaire, the correlation between reading speed and the extent of vocabulary, and the result of the research.

Chapter Four deals with the conclusion of the research and will present some suggestions from the writer's point of view.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1. Definition of Reading

Reading has various definition as the variety of people's point of view.

Terry and Thomas (1977:284) define reading " as the perception of the written symbols as meaningful, involving recognition of words, fluency, and comprehension ".

Reinking and Sceiner in Kustaryo (1988:2) said that " reading is instantanious recognition of various written symbols with exiting knowledge and comprehension of the information and ideas communicated ".

Hornby in his Oxford Advanced Learner's Dictionary of Current English (1974:698) said that " reading is the way in which something interpreted or understood ".

Based on the definitions above the writer then comes to a conclusion that reading is the combination of some components that result in one action that is known as reading. This statement is supported by Smith (1973:6) who says that " reading involves two aspects of the reader himself, that is internal and external aspects ".

In addition, Nurhadi (1987:13) says that

"reading is a complex and complicated process. It involves the internal and external factors of the readers. The internal factor means everything which comes from the reader that can result in interaction in the reading process. While the external factor means everything which has relationship with the reading material and the environment where the reading is taking place".

Further more, Nurhadi classifies the internal and external factors as follows:

Internal factors include; intelligence, interest, attitude, talent, motivation, and the aim of reading.

External factors include; the reading text, environtment, social economic backround, habit, and the tradition of reading.

Finally, Kustaryo (1982:2) defines reading

"the activity that consist of the combination of words recognition, intellect, and emotion interrelated with the prior knowledge to understand the massage being communicated".

2.2. Levels of Reading

In learning languages, reading is one of the language skills that should be developed. And if we talk about the skill of reading, each person may have different capability. The skill of someone is determined by his creatifity and capability when he is reading. In relation to this, reading material also affect a reader in developing his reading skill. Based on this, psycholinguists, particulary those who are expert in reading, make classification of reading levels because not all

the readers have the same level. Simanjuntak
(1988:26) says that those experts set up the
levels into four as can be seen in the following
points :

a. Initial Level

The instructional goals in initial level are
the students will be able to;

- read silently a passage of at least two para-
graph in lenght

- demonstrate comprehension by responding to
oral or written question

- understand written directions.

b. Elementary Level

The instructional goals in elementary level
are that the students will be able to;

- read short English selection of passages,
demonstrate and understand the content by
locating specific information

- identify sequence of event

- recognize cause and effect and perceive or-
ganization.

The study skill of this level are the abilty to;

- read and follow instruction or direction

- use or consult reference material

- comprehend information on graphs, maps, charts,
and table as well.

c. Intermediate Level

The instructional goals of this level are the students will be able to;

- continue to refine reading skills acquired at the earlier levels
- refine words attack skills
- develop critical reading ability
- apply reading ability to comprehend more complex content areas of the instructional materials
- scan for concluding sentences, main ideas, and specific information.

The study skills of this level are:

- reading and following instruction or direction
- skimming to locate information quickly
- evaluating information found in reverence materials.

d. Advanced Level

The instructional goals of this level are the students will be able to;

- continue to refine the reading skills acquired at earlier levels and will also refine text attack skills
- develop critical reading ability
- apply reading ability to the development of

the study skills

- read selection of increased difficulty for study purposes
- develop greater ability in comprehending more complex content are instructional material
- scan for concluding sentences, main ideas, and specific information.

The study skills in advanced level are;

- using content area of text books reference materials used by native speaker of English
- scanning to locate specific details of information and adjust the rate of speed to the level of difficulty of a selection.

After seeing the four levels of reading curriculum above, it can be concluded that reading speed and the extend of vocabulary are included in the whole levels of reading, especially, in intermediate and advanced level.

2.3. Reading Speed

Many people are still confused about the term reading speed and speed reading. One of them is Tompubolon (1987:7) who stated that " speed reading and reading speed have no difference. The two can be used to state how many words a person reads in each minute ".

The statement above is not accepted by Terry

and Thomas (1977:319). According to them ". speed reading or rapid reading is the technique for improving the speed and comprehension in reading ". If so, reading speed and speed reading are different. That is to say that speed reading is used to acquire reading speed, while reading speed is the total number of words were read in each minute.

There are so many people who stated that the ability of the reader of English as a foreign or second language to read speedily is low. Their reading speed is below the standard of 200 words per minute. Marianne (1979) says that " the reader of English as a foreign or second language have very little speed in reading. Most of them could not achieve 200 words per minute ".

In addition, Nuttle and Smith (1988:45) say that " the average reading speed for the reader of English as a foreign or second language is 120 to 150 words per minute before training, and after training it is hope that he or she could read at about 200 words per minute ".

Thus it is clear now that the students of normal reading speed for the reader of English as a foreign or second language is 200 words per minute.

To obtain a reader's reading speed in each

minute, Soedarso suggests the following formula;

$$\frac{\text{Number of words were read}}{\text{second elapsed}} \times 60 = \ldots \text{WPM}$$

Soedarso (1988:14).

In relation to the statement about the low reading speed of a reader of English as a foreign or second language, the writer tries to present ways that can be used to increase reading speed as follows :

a. Eye Span

Eye span is one of the eye movement development. In this eye movement, according to Zorn (1980), the eyes of a reader should be trained to read one word to two words, to four words, to five words, to whole line at one time. This is done to enable the reader to read phrases or large group of words.

b. Return Eye Sweep

Return eye sweep means the eyes of the readers move as they go from the end of one line to the beginning of the next line. It should be a very rapid movement, just as the words sweep implies. The eye should have a return which is smooth, rapid, and rhytmic.

In this method the eyes are determiner of the reader's speed reading. That is to say that

if the eyes of the reader always waver from the end of one line to the beginning of the next lines, his speed reading suffer. And there is one thing the reader have to remember in doing this method, that is the forcefulness and direct movement are the keys of improving the return eye sweep method.

The following is an example of the using of the return eye sweep method which is quoted from Zorn (1980:57). Pay attention to the bow marks.

sweep your eyes   down and back
to the next line   never stop
at the end   of one line
always force yourself to sweep
down and back   down and back
this motion   should be quick
and without hesitation.

In the return eye sweep the eyes should make two eye span or jump per each line of the paragraph. At the end of the line, the eyes follow the dotted arrows which show the readers the return eye sweep pattern.

c. Varying the Rate

Varying the rate is essential to speed reading. It can increase the reader's speed per

minute. The emphasis of this eyes movement is that the speed reading should be adjusted the type of reading text. This method is the same as the flexibility rate in reading. Soedarso (1986:18) stated that speed reading should be flexible. It means that speed should not always the same for all types of reading material. The speed should be adjusted to the types and purposes of reading.

In addition, Zorn (1980:92) says that " reading speed should be geared to different variables such as the purpose in reading the particular selection, the level of difficulty of the selection, the type and style of the author and text, and the familiarity of the material.

d. The Thought Unit

The thought unit is very much like the eye span method but with a twist. The idea here is to acquire the habit of reading one thought after another. Regardless of the number of word infolved. This require a lot of flexibility of the part of the reading because he has to really vary his eyes movement in order to accommodate the various lenght of the different thoughts. This technique stresses that all con-

sentration should be devoted to grasping the author's thought and ideas. The expansion of the eye span from one word to another words or so on is underplayed in favor of consentrating on the large blocks of thought presented in the writing.

e. Recognition Rate

Recognition rate also plays a very important role in increasing the speed reading. In relation to this Zorn (1980:85) said that " recognition rate is one of the basic factors that must be taken into account to become a speed reader".

Most of the readers read the English texts with long recognition rate. We can see the fact that when the students are tested with their lessons, the average of them force themselves to read the theory or the material of the subject to be examined. But, however, when they are asked to answer questions, most of them could do nothing. It means that they have low recognition rate in their reading.

Thus slow recognition rate causes slow reading rate. It assume that the reader in this case is having difficulties in recognizing the words and this result in slow reading speed.

Knowing the technique of how to read speedily is not enough yet to make a slow reader to be a speed reader. He also need to know the factors that hamper him to read speedily. Simanjuntak (1988:46) pointed out that lip movement is one of the factors that hampers the reader to read rapidly. According to him, lip movement consists of two factors, they are vocalization and subvocalization. More information about them each, according to Simanjuntak, is as follows;

> "Vocalization means a reader moves his lips or whisper each word as he reads, or he is vocalizing the word... and obviously the reader will never have a high reading speed"

Furthermore, he also pointed out that one thing has to be remembered is that in reading process, the eyes are really the servants of the minds. They should do the mind's bidding in the reading process. So they see the printed words and at the same time the mind or the brain interprets them. Therefore when the reader vocalizes the words his eyes see, he will be slow in his reading. This happens because the capability of the brain to interprets the words is faster than the capability of the mouth to vocalize them.

At the same page, Simanjuntak also pointed out that " subvocalization means a reader does not whisper the words, but he says the words to himself.

He does not consider himself reading if does not hear his voice uttering the symbols.

Soedarso (1989:5-8) describes six matters that hamper a reader in speed reading as follow :

a. Vocalization

Vocalization in reading hampers a reader to read faster because he must pronounce word by word completely voiced or voiceless.

b. Lip Movement

Most adult readers read the text by moving their lips; i.e. they utter word by word with trembling lips. When a reader uses this technique in his reading, his speed will slow down. He will have the same speed as the vocalized reader.

c. Head Movement

A reader who uses this way in his reading always move his head as the eyes move from one line to the next lines. This way is utilized by children when they are reading because they still could not span their eyes widely. They are only able to see the next word from what they have read. They read from one word to the next word. This is also known by 'peripherial vision'.

d. Regression

d. Regression

One of the common habit that blocks the speed reading is called 'regression'. Regression is the back up of the eyes to read the passing words. Of course this way of reading will hamper the reader to read speedily.

e. Following the Moving Object

Following the moving object is using an object to help to read rapidly; i.e. using a finger to point the words while the eyes are following that object. This is a child's habit in reading. In this case, of course, the speed depends on the object movement and without the object the reading speed will decrease.

f. Subvocalization

A subvocalization reader reads by pronouncing the words in his mind. The reader is slow down by waiting to hear the words mentally. We should know that reading the words mentally causes many readers not read as fast as they want to.

As an addition, Zorn (1980:105) added two more kinds of matter that hamper a reader in speed reading besides those pointed out by Soedarso above. The two are as follows :

g. Lack of Drive

g. Lack of Drive

Lack of drive means that the readers do not have the recognition rate in his reading as they not possess motivation to read speedily. That is why they do not force themselves to read faster and break their old habit.

h. Overconcern With Comprehension

Overconcern with comprehension means that the reader emphazises in getting more comprehension than doing speed reading. The reader does not try to increase his speed merely because he worries about loosing comprehension. He thinks that by doing speed reading, the comprehension will decrease. That is why some readers can not improve his speed in reading.

By knowing some techniques of how to read faster and some points that hamper the speed reading, the reader can improve his rate of reading speed. This is sertainly adjusted with the various types of reading material.

2.4. Vocabulary Enrichment

Before talking about the vocabulary enrichment, at first the writer would like to put forward some definitions of vocabulary.

Burns and Schell (1969:959) defined the vocabulary as " the stock of words used by a per-

son., class, or profession ".

Hornby (1979:969) stated that " vocabulary is the total number of words which make up a language. Vocabulary is the range of words to, or used by a person in trade, profession, etc. ".

Based on the definition above, the writer concludes that vocabulary is the total number of words used by a person or group of people in order to build up a language. In relation to this, Heilman (1976:14) says that words serve as symbolic representatives of both object and idea. He also pointed out that what we call words would be nothing more than vocal noises except for the agreement that those noises have particular meanings. Therefore a word is more than just a combination of sounds or group of letters, but it is a symbol that enable men to communicate with each other.

Vocabulary by some experts is usually distinguished into two kinds, namely recognition vocabulary and active vocabulary, or sometimes called as 'working vocabulary'.

Brewton (1962:53-54) described the recognition vocabulary as " the total stock of words a person knows well to understand when he meets them in context. He may not able to define all

the words and perhaps many of them are never used in speaking and writing. But, however, when he can give correct interpretation to the words according to their context, they belong to their recognition vocabulary. Active vocabulary (working vocabulary), on the other hand, is the stock of words that a person actually uses in speaking and writing. Therefore, this kind of vocabulary is much less than the recognition vocabulary ".

What the writer means by the extent of vocabulary is the vocabulary enrichment by acquiring new words from the reading materials. This is because in reading a context, students face many new and, sometimes, difficult words. They should work out a way of handling them. They should try to figure out the meaning of many words from the way they are used in sentences. And as they have met new words repeatedly in a variety of context settings, hope they have enrich their vocabulary or their store of words.

There are various ways of enriching vocabulary which people or students can work with them. One of them, as stated by Thomas and Robinson (1982:11) is by direct and indirect experiences. They gave example such as a field trip for junior high school students to an airport can give mean-

ing to the words beacon, ramp, dispatcher, and meteorologist. The visit of social studies class to a settlement house can give depth of meaning to the words deprived area, immigrant, tenement, slum clearance, and social reform is another example.

Vocabulary, according to another experts, is also can be built up by the variety of our interest and participating in many activities. For exsample we recognize the words like curriculum, study period, gym, prom, and debate because of our interest in school activities. People recognize the words like carburetor, piston, power steering, and ignition because of their interest in automobiles.

In addition, Brewton and his friends (1962: 56) present two certain specific techniques that can be practiced and will enable us to grasp the meaning of unfamiliar words. The first of these technique is the use of context clues and the second is the word analysis.

2.5.1. Context Clues

A context clue is a hint to the meaning of a word given by its setting. Or in other word, using context clue in word recognition means figuring out the meaning of the word based on clues in the

surrounding context. These clues could be found in the sentence with the word, in the sentence before, or in the sentence following the word.

Context clues will be easy to be recognize by the readers if they are familiar with some of the kinds of clues often found in sentences.

The following are some common kinds of clues and explanation of each as presented by Kustaryo (1988:28) :

a. Restatement Clue

A restatement clue is merely stating the word in another way, and usually the terms are very simple. It is usually set of by commas. For examples;

- The <u>perimeter</u>, or the distance around the circle was exactly sixteen inches.
- <u>Idolatry</u>, the worship of idols, was practiced by many primitive people.

Perimeter, in the first example, is the distance around the circle. Idolatry, in the second example, means the worship of idols.

b. Synonyms Clue

A synonym is one of two or more words that have the same meaning. When an author uses a difficult word, he often use a familiar word to make it easy to understand. For instance;

- The old man was <u>cantankerous</u>. He was ill-tem-
  pered, mean, and extremely quarrelsome.
- At first I was doubtful that I could do the
  job. After one successful week, however, I am
  much less <u>dubious</u>.

In the first example the word cantankerous means
ill-tempered, mean, and quarrelsome. This exam-
ple is also an instance where the unfamiliar
word appear early in the sentence. Therefore
the reader must continue to the end of the sen-
tence to realize the meaning of the difficult
word.

The second example uses the word dubious
which means doubtful. And this instance the un-
familiar word appears at the end of the senten-
ce. Therefore, the reader must go back to the
beginning of the sentence to realize the mean-
ing of the difficult word.

c. Antonyms Clue

An antonym is a word of opposite meaning.
It can be identified by looking at the contra-
ry words such as; but, in contrast to, etc.
For examples;

- The sea lion is a <u>cumbersome</u> animal on land,
  but in the water it is one of the most grace-
  ful.

- In contrast to their enjoyment of their country home, the Jones family found it difficult to adjust to <u>urban</u> life.

In the example above, the contrary word but of the first example explain that an opposite is being used. So the word cumbersome is the opposite of graceful which is means 'clumsy'. In the second example the contrary word 'incontrast to' is used in order to indicate that the word urban is the opposite of the word country home.

d. Definition Clue

It is usual for an author to put in a statement that clearly defines a difficult word. In the following example the word incoherent means not logically connected. While the word contagious means spreading from one person to another person. Those examples are;

- An <u>incoherent</u> statement is a statement that is not logically connected.

- A disease that can be spread from one person to another is said to be <u>contagious</u>.

e. Explanation Clue

Difficult words are sometimes explained to make the meaning clearer. The explanation migh be found in the same, before, or in the sentence following the word. For examples;

- The couple decided to buy the old house be-
cause their <u>meager</u> savings were short of the
price of a new house.
- Marilyn is a <u>versatile</u> musician. Not only
does she sing and play the piano, but she
plays many other instruments as well.

In the first example above, the word mea-
ger is explained in the same sentence and is
signaled by the word because. In the sentence
the word meager means small or inadequate. In
this example the reader may have to use inform-
ation both before and after the appearance of
the unfamiliar or difficult word to realize its
meaning.

In the second example the word versatile
is explained by additional information that
Marilyn is competent in many aspects of music.

f. Relationship Clue

This type of clue is less concrete and re-
quires more thinking on the part of the learner.
The reader must see the relationship between
the difficult word and somethings the author
has stated. This relationship must be seen with
little explanation and few clues. For examples;
- The students were <u>jubilant</u> when they learned
that their school had placed fist in the com-

petition.

- Each time you drive in excess of the speed limit, especially when traffic is heavy, you <u>jeopardise</u> not only your own life but the lives of other as well.

In the first example we have to think about how students would feel if they placed first in a competition. We have to find some synonyms for jubilant. They would be joyful, rejycing, or elated.

In the second example, likewise, the reader must see the relationship between excessive speed and a danger to his life. So, the word jeopardise means endanger.

.2.5.2. Word Analysis

Word analysis means dividing an unfamiliar or difficult word into its parts in order to arrive at a clear idea of what the word means. Generally words divided into two main parts, namely; root and affixes. Furthermore, the affixes consist of prefix and suffix. For more explanation about them is as follows :

a. Root

The root is the basic element of any word that give it its meaning. By understanding the root and the way they are used to build words,

one will be able to find the meaning of a large
number of English Words. For example if a read-
er knows that the root 'audio' means 'hear' or
related to the sound', then he will know that
the word 'audiolingual' must have something to
do with ear. In this case the word audiolingu-
al means to hear the sound or it is relating
to or involving listening and speaking in learn-
ing a language.

The purpose of introducing the concept of
root is to give the reader building blocks to
develop reading strategies.

b. Prefix

A prefix is one or more syllable that is
placed before the root to form a new word. The
connecting of the root to the prefix changes
the meaning of the word slightly. Some prefix-
es have more than one meaning. Therefore a
reader should always consider the context of
the word when determining the meaning. For ex-
ample take the prefix contra which may be means
against and opposite.

c. Suffix

A suffix is a syllable or syllables added
to the end of a root in English. This addition
also changes the meaning of the root slightly.

Neufeld and Webb in Koestaryo (1988:66) said that " as well as slightly changing the meaning of the root, the suffix plays a very important role in reading; it tells the function of the word, that is the way the word is used in the sentence ".

Beside the suffix can change the meaning of the word, it also changes the part of speech of the word. For example one meaning of the word 'to breathe' is to inhale or exhale air and is a verb. And by adding the suffix 'er' to the 'breathe' modifies the meaning to one that breathes, and results in the word 'breather' which is a noun.

Another way of enriching vocabulary is by simply using the dictionary. This is supported by Koestaryo (1988:3) the one who said that in order to minimize the students problems, they should be obliged and trained to use both English-English Dictionary and bilingual dictionary (English-Indonesian or Indonesian-English Dictionary) which are really useful for them to maintain either the meaning of the words reading context or type of the sentence in which the words are constracted. The result of this activity will strenghten the students' willingness to learn not only the English, but other discipline as well.

The most important thing is to know how the words are used in context or sentence for the meaning of a word changes in different context. Take for example the word 'go' that gives various different Indonesian equivalence in the following utterances :

" English : Give me a go at the job.
  Indonesia : Berikan saya kesempatan untuk melakukan pekerjaan itu.

  English : It is his go.
  Indonesia : Itu gilirannya.

  English : I am to go.
  Indonesia : Saya yang akan pergi.

  English : That country must go.
  Indonesia : Negeri itu pasti hancur.

  English : My hearing is going.
  Indonesia : Pendengaran saya mulai hilang.

  English : This road goes to Elmira.
  Indonesia : Jalan ini menuju Elmira.

  English : How does the poem go ?
  Indonesia : Bagaimana bunyi sajak itu ?

  English : To go by car.
  Indonesia : Naik mobil

  English : Everything goes.
  Indonesia : Apapun boleh.

  English : The gold medal goes to you.
  Indonesia : Medali emas itu jatuh ketangan-mu.

  English : Ten employees will have to go.
  Indonesia : Sepuluh orang pegawai harus di-berhentikan.

  English : Where does this box go ?
  Indonesia : Dimana tempat kotak ini ?

  English : How did the tennis go ?
  Indonesia : Bagaimana permainan tennis itu ?

  English : A fuse went.
  Indonesia : Sekering putus, etc. ".

Echols and Shadily (1975:272).

Those examples above show us how the word <u>go</u> is varied according to the context or sentences where the word appears. It proved that we have to be aware in learning vocabulary, or words, in isolation bacause it is not helpful as it is expected. Or, in other word, we can say that by building up vocabulary through reading, the students will understand how each word is used in context. Thus they will be prevented from misusing it.

Although it is advisable to discourage students from making use of dictionary, but the usual tendency is to use it too often. And as a matter of fact, some students spend much time to find a word in a dictionary. Furthermore, if a student has to use a dictionary, he had better be able to use it so efficiently.

The first step towards using a dictionary as a tool is deciding which word must be look up. Having concluded that a word must be looked up, we have to make the best use of the information the dictionary supplies as quickly as possible.

To better understand the use of the dictionary, it is necessary to learn some of the common terms and their meaning that is often found in a dictionary. Those common terms are as follow :

a. Entry Words

a. Entry Words

Entry words are the terms in the dictionary for which a definition and explanation are given. Entry words are arranged in alphabetical order innthe dictionary and are usually in bold-face type. For examples; accolade, accomodate, accomodating.

b. Guide Words

Guide words are usually put at the top of the page to guide the user in finding a word alphabetically. The guide word in the left is the first entry word on the page, and the one on the right is the last entry word.

c. Syllabification

Syllabification is shown in the entry word and every syllable are separated in the word by a dot. For instance; ac-co-lade, ac-com-mo-date, ac-com-mo-dat-ing.

d. Pronunciation

The phonetic pronunciation. are given in-side parentheses following the word. The key to pronounce well is put in the parentheses to guide a user in pronouncing unfamiliar words. For ex-amples are as follows;

accolade [ˈækəleid]

accommodate [əˈkɒmədeit]

accommodating [ə'kɒmədeitiŋ]

But in the present dictionary, the parentheses
replaced by slanting line.

e. Parts of Speech

The parts of speech Of the entry word is
indicated immediately following the pronunciat-
ion of the word. For instance;

accolade / 'ækəleid / n. (noun)

accommodate / ə'kɒmədeit / v. (verb)

accommodating / ə'kɒmədeitiŋ / adj. (adjective)

f. Illustration

Picture of lesser-known objects, maps, and
so fort, are given so that the readers get a
clear concept of the definition.

g. Multiple Meanings

Most of the word in English have more than
one meaning. When a reader look up the meaning
of the new word, he must choose the meaning that
fits the way the word is used in the sentence
context. For instance look back to the word 'go'.

2.5. The Correlation Between Reading Speed and The Extent
of The Vocabulary.

In the previous paragraphs of this chapter, we
have seen that reading speed and the extent of voca-
bulary are two indivisible variables. Reading is one
of the doors to arrive to the richness of vocabulary.

Thomas and Robinson (1982:12,30) stated out that wide reading increases vocabularies. That most of the vocabulary growth of capable readers is gained through their reading. They have met new words repeatedly in a variety of context setting, and gradually the words become a part of their vocabularies. And on the other hand, they also pointed out that students will be a better, faster reader with more word power.

Zorn (1980:109) said that reading speed and the knowledge of vocabulary go together like bread and butter. They cannot be separated. It proves that context is one of the major tools for students in vocabulary expansion. While the students who have more word power will be a better faster reader.

Based on the statement above, the writer concludes that speed reading should be followed by at least 50% of vocabulary enrichment. It is supported by Nurhadi (1987:42) who said that if a speed reader gets below 50 % of vocabulary enrichment, he is a bad speed reader. And if he gets higher, he categorized as a good speed reader.

To see the correlation between reading speed and the extent of the vocabulary, the writer puts forward the standard of reading speed of the whole

types of reading material as follows :

Table 2

The standard of reading speed of the
whole types of reading materials.

Aproach	Haw Fast	When to Use
Scanning, not a true reading rate, just glancing untill you find what you want.	maybe 1500 or more words per minute (rate is an individual matter),	when glancing down pages to find a single of information.
Skimming, not a true reading rate, just getting the gist of the article, hitting the high points.	maybe 800-1000 words per minute	to get the general content of an article, 'what is all about'.
Actual Reading Rate: 1. Very rapid	maybe 400 words or more per minute	for easy, fast moving fiction (entertaiment reading).
2. Rapid	maybe 300 words per minute	for fairly easy materials when you want only the more important ideas.
3. Average	perhaps 250 words per minute	for magazine articles, travel books, novels, etc.
4. Slow and careful	from 250 words per minute-all the way down to a slow 50 words per minute or even slower.	for difficult concepts and vocabulary, for through reading of technical material, for containing every detail for weighing the truth of difficult reading.

Lamar and Robinson (1982:176).

The relationship between reading speed and the

extent of vocabulary is easy to be understood. That

is to say that if a reader is going to read an easy

reading material, he will read it in his maximum rate without loosing the massage of the material. It is becouse he knows almost all of the words occure in the material he read. But, on the other hand, if he finds some difficult vocabularies in the material he read, they will hamper him to come to his maximum rate of his speed reading.

The reading speed and the extent of the vocabulary are said to correlate positively if a reader can read certain type of reading material with a speed rate that conforms the list with at least 50 % of vocabulary enrichment. It means that the reading speed and the extent of the vocabulary correlate negatively if they are under the standard mentioned.

CHAPTER III

DATA ANALYSIS AND DISCUSSION

This chapter deals with data analysis of reading speed, vocabulary enlargement, and the questionnaire as well. The result of the research will be discussed in the last part of this chapter.

3.1. Presentation of Data Analysis

3.1.1. The Analysis of Data Collected Through Reading Speed Test.

The following table shows the result of the students' reading speed in words per minute. The formula used in analyzing data is pre - sented at first.

$$\frac{\text{Number of words have been read}}{\text{Number of time used (second elapsed)}} \times 60 = \ldots \text{WPM}$$

Table 3

The raw result of the students' reading speed in words per minute

No	Reg. Numb.	Reading I One Night On The Mt. Everest Of Man-Made Structure (520 words)		Reading II Thanksgiving Day (600 words)	
		Time	WPM *	Time	WPM *
1	2	3	4	5	6
1.	88 001	05,00	104	05,00	120

1	2	3	4	5	6
2	88 003	05,00	104	05,00	120
3	012	05,00	104	13,00	46
4.	016	05,00	104	10,00	60
5	024	05,00	104	07,00	85
6	025	05,00	104	03,00	200
7	027	05,00	104	08,00	75
8	032	05,00	104	05,00	120
9	034	08,00	65	06,00	100
10	037	05,00	104	06,00	100
11	041	05,00	104	05,00	120
12	042	05,00	104	05,00	120
13	044	05,00	104	05,00	120
14	045	05,00	104	05,00	120
15	050	06,00	86	06,00	100
16	051	05,00	104	04,00	150
17	055	04,00	130	05,00	120
18	065	05,00	104	10,00	60
19	066	05,00	104	06,00	100
20	071	05,00	104	02,00	300
21	073	05,00	104	07,00	85
22	075	05,00	104	06,00	100
23	080	05,00	104	07,00	85
24	083	07,00	74	08,00	74
25	085	05,00	104	05,00	120

1	2	3	4	5	6
26	88 088	06,00	86	06,00	100
27	092	05,00	104	03,00	200
28	107	04,00	130	03,00	200
29	121	05,00	104	07,00	85
30	148	07,00	74	06,00	100

WPM * = word per minute

Based on the table above, we can conclude that from the two reading speed tests a few of the students can reach the reading speed between 150 to 200 words per minute. In reading one, there is no one of the students can reach until 150 words per minute. Two of them can reach 130 words per minute only. Nevertheless, in reading two, 5 of them (16,66%) can reach between 150 to 200 words per minute. And the rest students are as follows;

All of the students, in reading one, can only reach between 65 to 130 words per minute, or 100 %. And in reading two, 25 (83,33 %) of the students reach 46 to 120 words per minute in their speed reading.

3.1.2. The Analysis of the Data Collected Through Vocabulary Enrichment

The following table presents the raw data
of the result of the students' vocabulary
enrichment by using the formula of percent-
age as follow :

$$\frac{\text{Sum of correct numbers}}{\text{Total number of question's items}} \times 100 = \dots\dots VE* \%.$$

Every student has two data of vocabulary
enrichment as in reading speed data.

Table 4

The raw data of the students'
vocabulary enrichment

No.	Reg. Numb.	Vocabulary Enrichment of Mt. Everest in %	Vocabulary Enrichment of Thanksgiving Day in %
1	2	3	4
1	88 001	73	60
2	88 003	93	80
3	88 012	73	60
4	88 016	80	60
5	88 024	80	53
6	88 025	80	53
7	88 027	53	53
8	88 032	80	47
9	88 034	67	73
10	88 037	80	73

1	2	3	4
11	88 041	73	47
12	88 042	73	73
13	88 044	53	60
14	88 045	53	60
15	88 050	67	47
16	88 051	67	67
17	88 055	47	33
18	88 065	87	67
19	88 066	80	67
20	88 071	40	33
21	88 073	53	53
22	88 075	53	40
23	88 080	80	67
24	88 083	80	60
25	88 085	67	47
26	88 088	60	60
27	88 092	33	40
28	88 107	80	60
29	88 121	80	60
30	88 148	80	60

The table above shows that in the first vo-
cabulary enrichment test, 27 of the students
(90 %) are able to reach between 50 to 93%
of vocabulary enrichment. There are three of

them (10%) can reach only between 33 to 47 % of their vocabulary enrichment. While in the second vocabulary enrichment test, 22 of the students (73,33%) can reach between 53 to 80 % of vocabulary enrichment. There are only 8 of them (26,67%) able to reach between 33 to 47 % of their vocabulary enrichment.

In order to determine the average ability of the students in reading speed and vocabulary enrichment, the writer firstly analyses both the data from reading speed test and the data from vocabulary enrichment test. In doing this, the writer uses the following formula :

$$\frac{a + b}{2} = \ldots\ldots(\text{the average ability of each student in reading speed and vocabulary enrichment}).$$

Where a and b are the scores of every reading speed and vocabulary enrichment tests from each student.

The result of this is shown in the following table.

Table 5

The students average value of reading speed and vocabulary enrichment

No.	Registration Number	Reading Speed in WPM	Vocabulary enrichment in %
1	88 001	112	66,5

1	2	3	4
2	88 003	112	36,5
3	88 012	75	40
4	88 016	82	57
5	88 024	94,5	66,5
6	88 025	152	66,5
7	88 027	89,5	77
8	88 032	112	63,5
9	88 034	82,5	56,5
10	88 037	102	76,5
11	88 041	112	60
12	88 042	112	73
13	88 044	112	70
14	88 045	112	70
15	88 050	93	57
16	88 051	127	57
17	88 055	125	66,5
18	88 065	82	53
19	88 066	102	73,5
20	88 071	202	86,5
21	88 073	94,5	53
22	88 075	102	60
23	88 080	94,5	73,5
24	88 083	74	36,5
25	88 085	112	70
26	88 088	93	46,5

1	2	3	4
27	88 092	152	70
28	88 107	165	70
29	88 121	94,5	70
30	88 148	87	56,5

In the above data, we can see that out of 30 students, only 5 of them (16,67%) are catagorized as good readers because they can reach between 120 to 150 words per minute with at least 50 % of vocabulary enrichment. That is if the category taken for the students untrained. Nevertheless, if the category is taken after those students trained, the result of the table will say to as that out of 30 students, only 4 of them (13, 33 %) are categorized as good readers because they can reach between 150 to 200 words per minute with at least 50 % of vocabulary enrichment. Thus, this category is based on the opinions of reading experts as have been discussed in chapter two. page 18 by Hule and Smith.

To know the general capability of the sixth semester students of the Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang in reading speed and vocabulary enrichment, the writer analyzed the data of reading speed and vocabulary enrichment by using the Mean score procedure. The result of this is shown in the following tables :

Table 6

The mean score of reading speed

Reading Speed Score	Frequency	Deviation	FD
200 - 209	1	9	9
190 - 199	0	8	0
180 - 189	0	7	0
170 - 179	0	6	0
160 - 169	1	5	5
150 - 159	2	4	8
140 - 149	0	3	0
130 - 139	0	2	0
120 - 129	2	1	2
110 - 119	8	0	0
100 - 109	3	-1	-3
90 - 99	6	-2	-12
80 - 89	5	-3	-15
70 - 79	2	-4	-8
Total	30	—	-14

These data are analyzed by using the formula of mean score as follow :

$$M = WM + (\frac{\Sigma\ fd}{N}) i$$

The result is

$$= 114.5 + (\frac{-14}{30})\ 10$$

$$= 109.83$$

$$= 110\ WPM$$

Table 7

The mean score of vocabulary enrichment

vocabulary en-richment score	F	D	FD
80 - 89	1	1	1
70 - 79	11	0	0
60 - 69	8	-1	-8
50 - 59	6	-2	-12
40 - 49	2	-3	-6
30 - 39	2	-4	-8
total	N=30		-33

The result of the table is as follow :

$$M = WM + (\frac{\sum FD}{N}) i$$

$$= 74.5 + (\frac{-33}{30}) 10$$

$$= 63.50 \%$$

Those letters above stand for; M= mean

WM= work mean

D= deviation from WM

F= frequency

N= number of sample

Based on the tables above (table 6-7) we can see that the average of the students' reading speed and vocabulary enrichment are 110 WPM and 63.50 % vocabulary enrichment .in general.

In order to make the writer easier to analyze these data in Pearson's product moment correlation, the data are ordered based on the reading speed in word per minute. The result is in the following table.

Table 8

Data presentation of the correlation
product moment analysis

No.	Reg. Numb.	Reading speed in word per minute (X)	Vocabulary enrichment in percent (Y)	Statement
1	2	3	4	5
1	88071	202	86.5	good
2	88107	165	70	good
3	88025	152	66.5	good
4	88092	152	70	good
5	88051	127	57	good
6	88055	125	66.5	good
7	88001	112	66.5	bad
8	88003	112	36.5	bad
9	88032	112	63.5	bad
10	88041	112	60	bad
11	88042	112	73	bad
12	88044	112	70	bad
13	88045	112	70	bad
14	88085	112	70	bad
15	88037	102	76.5	bad
16	88066	102	73.5	bad
17	88075	102	60	bad
18	88024	94.5	66.5	bad
19	88073	94.5	53	bad
20	88080	94.5	73.5	bad
21	88121	94.5	70	bad

1	2	3	4	5
22	88050	93	57	bad
23	88088	93	46.5	bad
24	88027	89.5	77	bad
25	88148	87	56.5	bad
26	88034	82.5	56.5	bad
27	88016	82	57	bad
28	88065	82	53	bad
29	88012	75	40	bad
30	88083	74	36.5	bad

In the table above, the writer has classified the good readers and the bad readers. A reader is considered to be a good reader if he is able to read at least 120 words per minute without ignoring at least 50 % of vocabulary enrichment. This is the target of the untrained students. And after training, a good reader must be able to read at least 200 words per minute without ignoring at least 50 % of vocabulary enrichment. This is supported by Nuttle and Smith (1988:45) who say that the average reading speed for EFL students is 120 to 150 words per minute before training, and after training it is hoped that they could read at about 200 words per minute. And the students of the Pondok Pesantren are untrained students.

Based on Nuttle and Smith's statement and the stu-

dents condition, the writer classified as a good speed reader if he able to read between 120 to 200 words per minute with at least 50 % of vocabulary enrichment. It is supported by Nurhadi (1987) the one who say that speed reading should be followed by 50 % of vocabulary enrichment minimally.

Guided by the standard of good speed reader above, table 7 shows us that out of 30 of the students who were taking the test, only 5 of them (16,67%) are classified as good speed readers and the rest are bad.

3.1.3. The Analysis of Data Correlation

The following description presents the correlation between reading speed and the extent of vocabulary.

In analyzing the data, the researcher considered the reading speed as an independent variable (X) and the extent of vocabulary as the dependent variable (Y). The two variables are analyzed by using The Person's Product Moment Coefficient of Correlation Analysis. Before analyzing these data, they are tabulated first as in the following table.

Table 9

Preparation table in looking for the correlation between reading speed and the extent of vocabulary

No.	Reg. No.	X	x	x^2	Y	y	y^2	xy

Table 9

Preparation table in looking for the correlation between
reading speed and the extent of vocabulary

No.	Reg. Numb.	X	x	x^2	Y	y	y^2	xy
1	2	3	4	5	6	7	8	9
1	88071	202	93.3	8704.89	86.5	23.87	569.7769	2227.071
2	88107	165	56.3	3169.69	70	7.37	54.3169	414.931
3	88025	152	43.3	1874.89	66.5	3.87	14.9769	167.571
4	88092	152	43.3	1874.89	70	7.37	54.3169	319.121
5	88051	127	18.3	334.89	57	-5.63	31.6969	-104.155
6	88055	125	16.3	265.69	66.5	3.87	14.9769	63.081
7	88001	112	3.3	10.89	66.5	3.87	14.9769	12.771
8	88003	112	3.3	10.89	36.5	-26.13	682.7769	-86.229
9	88032	112	3.3	10.89	63.5	0.87	0.7569	2.871
10	88041	112	3.3	10.89	60	-2.63	6.9169	-8.679
11	88042	112	3.3	10.89	73	10.37	107.5369	34.221
12	88044	112	3.3	10.89	70	7.37	54.3169	24.321
13	88045	112	3.3	10.89	70	7.37	54.3169	24.321
14	88085	112	3.3	10.89	70	7.37	54.3169	24.321
15	88037	102	-6.7	44.89	76.5	13.87	192.3769	-92.929
16	88066	102	-6.7	44.89	73.5	10.87	118.1569	-72.829
17	88075	102	-6.7	44.89	60	-2.63	6.9169	17.621
18	88024	94.5	-14.2	201.64	66,5	3.87	14.9769	-54.954
19	88073	94.5	-14.2	201.64	53	-9.63	92.7369	136.746
20	88080	94.5	-14.2	201.64	73.5	10.87	118.1569	-154.354
21	88121	94.5	-14.2	201.64	70	7.37	54.3169	-104.654

1	2	3	4	5	6	7	8	9
22	88050	93	−15.7	246.89	57	−5.63	31.6969	88.391
23	88088	93	−15.7	246.89	46.5	−16.13	260.1769	253.241
24	88027	89.5	−19.2	368.64	77	14.37	206.4969	−275.904
25	88148	87	−21.7	470.89	56.5	−6.13	37.5769	133.021
26	88034	82.5	−26.2	686.44	56.5	−6.13	37.5769	160.606
27	88016	82	−26.7	712.89	57	−5.63	31.6969	150.321
28	88065	82	−26.7	712.89	53	−9.63	92.7369	257.121
29	88012	75	−33.7	1135.69	40	−22.63	512.1169	762.631
30	88083	74	−34.7	1204.09	36.5	−26.13	682.7769	906.711
	N= 30	3261	0	23037	1879	0	4206.467	5226.324

The table above shows that;

$N = 30$

$X = 3261$ $\quad\quad\quad$ $Y = 1879$

$\bar{X} = 108.7$ $\quad\quad\quad$ $\bar{Y} = 62.63$

$\sum x^2 = 23037$ $\quad\quad$ $\sum y^2 = 4206.467$ $\quad\quad$ $\sum xy = 5226.324$

Based on these scores, we can find the correlation of the two variables by using the formula of coefficient correlation product moment as follows;

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

$$r_{xy} = \frac{5226,324}{\sqrt{(23037)(4206,467)}}$$

$$r_{xy} = \frac{5226,324}{9844,002} = 0,530$$

$$r_{xy} = 0,530$$

After analyzing the data, it is found that
the coefficient of correlation value (r_{xy}) is
0,530. To investigate wether this value is sig-
nificant or not, the writer consulted with the
table of critical value of (r) product moment
on the basic of the 95% level of reliability or
the 5% level of significance with a sample (N)
= 30. Then it is found that the critical value
of (r) with (N) = 30, and on the 95% interval
of reliability is 0,463.

The investigation shows that the coeffici-
ent correlation of the two variables (r_{xy}) is
greater than the critical value of (r), or some-
times is written like this; $r_{xy} >$ critical value
of (r), where (r_{xy}) is 0,530 while the critic-
al value of (r) with N= 30 on 95% or 5% level of
significance is 0,463. It means that there is a
significant correlation between reading speed
and the extent of vocabulary of the third year
students of Pondok Pesantren Modern Pendidikan
Al-Quran IMMIM Ujung Pandang.

3.1.4. The Analysis Of Data Collected Through The Ques-
tionnaire

Till now we have seen that reading speed
and the extent of vocabulary have significant
correlation, where $r_{xy} >$ critical value of r.

Nevertheless, it does not mean that the third year students of the Pondok have high reading speed and vocabulary enrichment. Only a few of them have adequate reading speed and vocabulary enrichment as can be seen in the previous table of reading speed and vocabulary enrichment.

To know the supporting factors about the students' achievement in this research, the result of the questionnaire will inform us more.

The questionnaire consists 15 items, namely 13 items are close ended and the other, items number 14 and 15, are open ended. The data obtain from the thirteen close ended items will be tabulated at first, while the data obtained from the two other open ended items will be analyzed individually.

Table 10

1. Are you interested in learning English ?

Answer	Frequency	Percentage
a. very interested	22	73.33 %
b. interested	8	26.67 %
c. less interested	0	0,00 %
d. uninterested	0	0.00 %
total	30	100.00 %

The above table shows that from 30 students; there

are 22 students (73,33%) are very interested in learning English subjects; 8 of them (26,67%) are interested; and none of them are less interested or uninterested in learning the English subject.

Table 11

2. Do you often or ever found information about speed reading and the extent of the vocabulary ?

Answer	Frequency	Percentage
a. often	11	36,67 %
b. sometimes	9	30,00 %
c. seldom	9	30.00 %
d. never	1	3.33 %
total	30	100.00 %

The table shows that from 30 students; 36,67% (11 out of 30) of the students answered that they often find the information of reading speed and the extent of vocabulary; 9 of them (30, 00%) answered sometimes; 9 of them (30,00%) answered seldom; and there is one out of the 30 students (3,33%) says that he never find or got information about the two.

Table 12

3. What is your opinion about the reading speed and the extent of vocabulary ?

Answer	Frequency	Percentage
a. very important to be learned	19	33,34 %

b. important to be learned	10	33.33 %
c. rather important to be learned	1	3.33 %
d. uninportant to be learned	0	0.00 %
total	30	100.00 %

The table above indicates that 19 out of 30 of the students (63,34%) said that reading speed and the extent of the vocabulary are very important to be learned; 10 of them (33.33%) said that it is important to learn the two subjects; one of them (3.33%) said that it is rather important and none of them (0.00%) stated that it is unimportant to learn the reading speed and the extent of vocabulary.

Table 13

4. Are you interested in improving your reading speed and enriching your vocabulary as well ?

Answer	Frequency	Percentage
a. very interested	18	60.00 %
b. interested	12	40,00 %
c. less interested	0	0.00 %
d. uniterested	0	0.00 %
total	30	100.00 %

The table above shows that from 30 students; 18 of them (60.00%) are very interested in improving their reading speed and enriching their vocabulary as well; 12 of them (40.00%) are interested; and none of them

is less interested or uninterested in reading speed and vocabulary enriching.

Table 14

5. Do you believe that reading speed can be improved and vocabulary can be enriched ?

Answer	Frequency	Percentage
a. Yes, I do	30	100.00 %
b. No, I don't	0	0.00 %
total	30	100.00 %

From the data table above it can be seen that all of the students (100.00%) believe that reading speed can be improved and the vocabulary can be enlarged or enriched.

Table 15

6. Do you often read an English book, newspaper, magazine, or novel with a purpose to improve your reading speed and enrich your vocabulary ?

Answer	Frequency	Percentage
a. often	6	20.00 %
b. sometimes	21	70.00 %
c. seldom	3	10.00 %
d. never	0	0.00 %
total	30	100.00 %

This table shows that from 30 students there are; 6 of them (20.00%) often read English texts with a

purpose of improving both their reading speed and voca-
bulary; 21 of them (70.00%) sometimes do; 3 of them
(10.00 %) seldom do; and none of them never do.

Table 16

7. What is the average length of time do you spend for
   reading in everyday ?

Answer	Frequency	Percentage
a. three hours or more	7	23.33 %
b. two hours	12	40.00 %
c. one hour	9	30.00 %
d. half hour or less	2	6.67 %
total	30	100.00 %

From the data table above it can be seen that 7
out of 30 students (23.33%) spend three hours of their
time for reading an English reading material per day;
12 out 30 students (40.00%) spend two hours; 9 out of
30 students (30.00%) spend one hour; and there are 2
out of the 30 students (6.67%) who spend half hour or
even less to read English material per day.

Table 17

8. How often do you go to the library for reading in a
   week ?

Answer	Frequency	Percentage
a. three times or more	15	60.00 %

b. twice	10	33.33 %
c. once	5	16.67 %
d. never	0	0.00 %
total	30	160.00 %

The above table shows that out of 30 students; 60.00% (15 out of 30) of them come to the library three times in a week; 33.33 % (10 out of 30) of them come twice in a week; 16,67% (5 out of 30) of them come once in a week; and, ofcourse none of them never come to the library for reading in a week.

Table 18

9. Before starting to read, do you often realize your reading purpose ?

Answer	Frequency	Percentage
a. often	22	73.33 %
b. sometimes	5	16.67 %
c. seldom	2	6.67 %
d. never	1	3.33 %
total	30	100.00 %

The table above said that out of 30 students; 73.33 % (22 out of 30) students answered often; 5,67% (5 out of 30)students answered sometimes; 6.67% (2 out of 30) of the students answered seldom; and 3.33% (1 out of 30) of the students answered never realize his purpose in reading.

Table 19

10. Do you often do regression in your reading ?

Answer	Frequency	Percentage
a. often	5	16.67 %
b. sometimes	18	60.00 %
c. seldom	2	6.66 %
d. never	5	16.67 %
total	30	100.00 %

This table informs us that from the 30 students;
5 of them (16.67 %) often do regression in their read-
ing; 18 of them (60.00 %) sometimes do; 2 of them or
6.67 % of them seldom do; and there are five of them
never do regression in their reading.

Table 20

11. When you are reading, do you know what you read ?

answer	frequency	percentage
a. Yes, I do	8	26.67 %
b. No, I don't	0	0.00 %
c. sometimes ' Yes '	22	73.33 %
total	30	100.00 %

Obviously the table above shows that from 30 stu-
dents, there are 8 of them realize well that they are
reading, or 26.67 % of them. None of them do not realize
that he is reading, but there are 22 of them (73.33%)
who sometimes do and sometimes not.

Table 21

12. Do you often practice your speed reading and enrich your vocabulary well ?

Answer	Frequency	Percentage
a. often	18	60.00 %
b. sometimes	8	26.66 %
c. seldom	2	6.67 %
d. never	2	6.67 %
total	30	100.00 %

This table shows us that from 30 students, there are 18 of them (60.00 %) often practice their reading speed and enrich their vocabulary as well. There are 8 of them (26.00 %) sometimes do the two. There are 2 of them seldom do, and also there are 2 of them never do. Each of the last two frequency is 6.67 in percent.

Table 22

13. When your teacher expalins the lesson in English, do you understand what is he explaining ?

Answer	Frequency	Percentage
a. Yes, I do	8	26.67 %
b. No, I don't	0	0.00 %
c. sometimes ' Yes '	22	73.33 %

The table above indicates that most of the students (73.33 %) sometimes understand the teacher when he/she

is explaining the lesson in English and sometimes not.
Furthermore the table tells us that there are 8 out of
30 students (26.67 %) who are sure that they under. -
stand the teacher when he/she is explaining the lesson
in English. None of them says that he does not under-
stand his teacher when He/She is explaining the lesson
in English.

The following data are the open ended tests
which will be analyzed individually;
The 14th item of the questionnaire is about;
What is your effort to increase yuor reading
speed and enrich   your vocabulary as well ?.
From this question, the writer got saveral ans-
wer as tabulated in the following table;

Table 23

Answers	Frequency	percentage
1. wide reading	27	90.00 %
2. memorisation	18	60.00 %
3. practicing (speaking, listening, and writing)	13	43.33 %
4. consult the dictionary	5	16.67 %
5. asking the teacher	2	6.67 %

The table above indicates that from 30 students,
there are 27 of them (90.00 %) said that they try to
increase their reading speed and vocabulary through or

by reading widely. There are 18 of them (60.00 %) answer that they try to increase their reading speed and vocabulary trhough memorizing the new words. There are 13 of them (43.33 %) answer that they try to increase their reading speed and vocabulary through practicing. Here, practicing means speaking, listening, and writing. There are 5 of them (16.67 %) said that in order to increase their vocabulary or when ever they find a new difficult word in reading materials, they try to consult the dictionary, and there are only two of the students (6.67 %) ask the teacher to solve their reading speed and vocabulary problems.

The last item of the questionnaire is; What factors hamper your reading speed and vocabulary enrichment ?. To make the writer analyze the item easily, the answers of the students are also tabulated as follows;

Table 24

answers	frequency	percentage
1. lack of English reading material such as;books, magazines,newspaper,etc.	12	40.00 %
2. not enough time/there are too many lessons	12	40.00 %
3. laziness	6	20.00 %
4. friend's negative response	3	10.00 %
5. forgetfulness	2	6.67 %

The table shows that from 30 students, there are 12 of them (40.00 %) answer that the lack of English reading materials hampers them to do speed reading and vocabulary enriching as well. There are also 12 of them (40.00 %) who said that they donot have enough time to do the two because they have too many lessons to study in the Pondok. There are 6 of the students (20.00 %) answer that the laziness hampers them to do the two ; 3 of them (10.00 %) said that their friends' negative response hampers them to be speed reader and enlarge their vocabulary as well; and 2 of them (6.67 %) said that forgetfulness also hampers them to do the two.

After all the data have been analized, it seems that the ability of a reader to read rapidly is interested by his knowledge or store of words. According to the testing of significant correlation critical value of (r) product moment of this research, there is a significant correlation, positive correlation, between reading speed and the extent of the vocabulary of the third year students of the Pondok Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang. Nevertheless, it does not mean that they all can read speedily with good vocabulary enrichment. This matter will be elaborated more clearly in the next section, namely, in the discussion of the result of the data analysis.

3.2. Discussion of Data Analysis

3.2. Discussion of Data Analysis

The result of the data analysis shows that from 30 students taken as the sample of this research, there are 20.00 % (6 out of 30) of them able to read rapidly; that is between 120 to 200 words per minute. And there are 63,33 % (19 out of 30) students who have good vocabulary enrichment; that is between 50 to 100 %. There are only 16,67 % (5 out of 30) students have good read - ing speed and votabulary enrichment. They can read between 120 to 200 words per minute with 50 to 86 percent of vocabulary enrichment.

This indicates that generally the third year (sixth semester) students of the Pondok Pesan - tren IMMIM ujung Pandang have low reading speed, although almost most of them have a good vocabu - lary enrichment. The data analysis shows that there are only 16,67 % (5 out of 30) students who can read rapidly and enlarge their vocabulary as well. It means that 83.33 % (25 out of 30) students could not read speedily with a good vocabulary en - richment. It proves that almost all of the students read the reading material word by word in order not to loose the meaning of the words in the texts.

Having seen the fact above, the writer con - cludes that only a few (16.67%) of the third

year students of the Pondok Pesantren can be re-
garded as the good readers, or good speed readers.
This is because there are still a lot of students
who think that reading speed is not very important
to learn (see table 12). The table indicates
that there are 36.67 % (11 out of 30) students
who said that it is important, or even rather im-
portant to learn how to read rapidly and enlarge
the vocabulary better. Another 63.33 % (19 out of
30) students stated that it is very important to
learn the two.

In the table 14, we can see that all of the
students (100%) believe that reading speed can
be improved and vocabulary can be enlarged. Never-
theless, (see table 13) there are only 60.00 %
(18 out of 30) students who said that they are
interested in improving their reading speed and
vocabulary as well, while another 40.00 % (12 out
of 30) students stated that they are not very in-
terested in improving the two. That is why in table
15 most of the students (70.00 %) only sometimes,
not often, read English books, newspapers, magazi-
nes or any other English materials. And in fact,
there are 3 out of 30 students (10.00 %) who
seldom read English materials. It means that only
20.00 % students (6 out of 30) often read Eng-

lish reading msterials.

In the table 17 we can see that there are 50,00 % of the students often or always go to the library to read English texts; while in the table 16 only 23.33 % of them always spend three hours or more for reading everyday. In the table 19 there are 60,00 % of them sometimes do regression while they are reading; while in the table 20 there are only 26.67 % of them know well what they are reading. In the table 22 there are 60.00 % of the students often or always practice how to read rapidly and to enlarge their vocabulary; while in table 11 we can see that there are 46.67 % of the students who never find any information about the two. Obviously, it is logical that there are only 16.67 % (5 out of 30) students who can read between 120 to 200 words per minute with 50 to 85 % of vocabulary.

As in the table of interpretation of correlation, the result of the research is between 0,400 to 0.600. It means that the correlation between the two variables (reading speed and the extent of the vocabulary of the third year students of the Pondok Pesantren) is moderate because the result of the correlation analysis is 0,530. In this respect, it can be concluded that the reading speed and the ex-

tent of vocabulary of the students of the Pondok correlate positively. It proves that reading speed and vocabulary enrichment can not be separated. Thomas and Robinson (1982:30) state that the stu - dents will be a better, faster reader with more word power, while on the other hand wide reading increases vocabularies.

In the table 5 (the students average value of reading speed and vocabulary enrichment) we can see that there are 6 (20.00 %) out of 30 students who can read between 120 to 200 words perminute, however, not all of them can reach at least 50 % of vocabulary enrichment. On the contrary, the table also shows that there are 83.33 % (25 out of 30) students got 50 to 85 % vocabulary enrichment, but not all of them can read faster. It proves that most of the students are afraid to read rapidly because they still think that reading such a way will reduce the vocabulary enriching, or at least it can cause low vocabulary enrichment.

There is one thing that is important to know that in this reasearch, the researcher found out that most of the students still have low reading speed, while most of them can enrich their vocabulary well. It is because they have been trained to enlarge their vocabulary for three years, while to

read speedly, they never been thought, eventhough
some of them found information about how to read
speedily.

CHAPTER IV
CONCLUSION AND SUGGESTION

4.1. Conclusion

Having analyzed the data in the previous chapters, the writer draws the following conclusions :

a. There is a sufficient positive correlation between reading speed and the extent of vocabulary of the third year (sixth semester) students of the Pondok Pesantren Modern Pendidikan Al-Quran IMMIM Ujung Pandang.

b. The degree of correlation (r_{xy}) between reading speed and the extent of vocabulary is 0.530. And by consulting the table of critical value of (r) based on 95 % of the reliability or the 5 % level of significance and the population (N) 30, it is found that the critical value of (r) is 0,463. It means that the two variables have a positive significant correlation. The position of their significance is between 0.400 to 0.600 (moderate or rather low).

c. The result of the tests show that the scores of the students' reading speed and vocabulary enrichment are low. We have seen that out of 30 students, only 16,67 % (5 out of 30) of them are able to read between 120 to 200 words per-minute with at least 50 % of vocabulary enrich-

ment. And eventhough most of the students have a good vocabulary enrichment (see table 5), only six of them have a good reading speed. This is because most of them still think that speed reading can hamper a reader to enlarge the vocabulary.

4.2. Suggestion

In relation to those problems, the writer would like to put forward the following suggestions :

a. The students of the Pondok need to be thaught reading speed. And the teacher should make a balance between the reading material and the studnets' level in doing this subject.

b. Speed reading and enriching vocabulary well should become one of the focuses or factors in teaching reading.

c. As we can see in table 24, the Pondok is demanded to provide more English book or English reading materials in order to fulfill the students' need.

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