The Correlation between the Students' Reading Habit toward the Students' Vocabulary Mastery

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Abstract

The objective of this study was to find out the correlation between students' reading habit and vocabulary mastery at the second-grade students' in SMA Negeri 1 Campalagian in the academic year 2019/2020. This study was a quantitative correlational study. The population of this study was all second-grade students with 384 total numbers of students which was divided into 11 classes. A class was selected as samples with 33 total numbers of students by using the cluster random sampling technique. In collecting the data, the researchers distributed a questionnaire to measure students' reading habits and a test to measure students' vocabulary mastery. In analyzing the data, the researchers used Pearson Product Moment formula. From the data analyzed, the results showed the correlation coefficient was higher than the r table (0,448 > 0.442). Additionally, the value of significance (Sig. 2-tailed) was 0,009 and lower than 0.05. Therefore, the results indicated that there was positive correlation between students' reading habit and vocabulary mastery.

Keywords: correlational study; reading habit; vocabulary mastery

Introduction

In learning English, reading is known as one of the most important skills that should be mastered by students as it plays an essential role for students in gaining knowledge. Ameyaw and Anto (2018) define reading as the key to knowledge as it enables students to obtain information from written text. Furthermore, Rosli and Razali (2017) explain that the students can read printed and non-printed type of materials such as books, electronic journals, magazine, etc. in acquiring information.

Moreover, according to Patel and Jain (2008), reading is the most important skill compared to the three others.

Based on recent curriculum of 2013, reading is listed as one of skills the students should master in English subject. It is also considered as prioritized skill to be taught at school. Frijuniarsi and Marlianingsih (2016) state that reading is one of the most priority skills the student should master in learning since the priority English skill mastery in Indonesia is to prepare the students to be able to acquire information either written or spoken in English. Furthermore, reading is also believed to have many benefits for students in learning English. According to Krashen (2004), reading can improve students' reading comprehension, writing style, vocabulary, spelling, and grammatical development. Furthermore, Patel and Jain (2008) explain that the activity of reading can help the students in gaining new vocabulary, ideas, sentence pattern and thoughts.

Based on the explanation above, it is clear that reading is extremely important for students in learning activity as it affects their knowledge. Therefore, the end result of students who have the habitual of reading will be greater than the students who do not. Wagner in Chettri (2013) state that a person can be said having the habitual of reading when that activity is repeatedly implemented or it can be measured based on the amount of materials being read, the reading frequency, and the average time spent on reading. In fact, Indonesians reading interest is still categorized into low as UNESCO in 2012 announced that only one in every 1000 Indonesian who has enthusiasm in reading. In addition, Central Connecticut State University in 2016 revealed that from 61 measurable countries, Indonesia was in 60th place in reading interest. Moreover, Nazhari and Delfi (2016) found that majority of English study program students in Riau University did not have the habitual in reading English materials.

Furthermore, students' reading habit is considered being associated with their vocabulary mastery. According to Richards and Renandya (2002), vocabulary is essential part of language skills which contributes the basis for how well students read, listen, speak, and write. When reading, the students will not understand the text they read without knowing most of the words' meaning. Hence, the students will try to find out the meaning of unfamiliar words which they read in the dictionary or simply by determining their meaning based on the context of the words in the sentence. In other words, the more students read, the more they will find the new words and the more they will learn about the new words.

Some researchers have conducted several studies related to reading habit. Edem (2014) undertook a study on Ankara and Erciyes University students' reading habit. In this study, he took 326 total numbers of samples from both universities and distributed questionnaire in collecting the data. In the study result, he found that students at Ankara University and Erciyes University read novels, newspapers and magazines in their spare time. They also enjoyed reading several genres of literacy works which were historic, romantic, entraining humorous, and psychological.

Moreover, they could not spare much time for reading books because of having intense lesson, busy social life, preparation for examinations and time spent on the computers and internet.

Additionally, Nazhari and Delfi (2016) undertook a survey study entitled A Study on English Reading Habits of English Study Program of Riau University. This method used in this study is quantitative. In collecting data, the researchers used questionnaire which was adopted from the book Reading for Understanding by Schoenbach et al and modified by other questionnaires from other researchers i.e. Gaona and Erwin (2010) and PIRLS. 70 of 424 total numbers of students were elected as samples by using purposive sampling technique. The result of this study showed that the frequency of reading English materials of students was less than 25%.

Furthermore, Frijuniarsi and Marlianingsih (2016) undertook a study entitled The Effects of Reading Habit and Vocabulary Mastery Towards Students' Listening Skill at State Senior High Schools in East Jakarta. The data were collected by giving the students several tests to measure students' reading habit, vocabulary mastery, and listening skill. There were 300 students taken as samples in this study. Descriptive statistic was used in analyzing the data. The finding of this study showed that there were significant effects of students' reading habit and vocabulary mastery towards their listening skill.

Meanwhile, Ameyaw and Anto (2018) found that reading habits have affected the majority of students in their learning by using Eastbank Senior High School in the Greater Accra Region of Ghana as a case study. A questionnaire was employed for data gathering. The Statistical Package for Social Science (SPSS) was used to analyze the collected data.

From the explanations above, the researchers conducted the study to measure the reading habit and vocabulary mastery of the students in SMAN 1 Campalagian in order to find out whether students' reading habit has positive correlation with students' vocabulary mastery or not.

Method

In this study, the researchers implemented correlation design which used quantitative method. Arikunto (2013) defines correlation study as a study which tries to find out the relationship of two or more variables. This study focuses on finding out the correlation between students' reading habit and their vocabulary mastery. The population of this research is second-grade students in SMAN 1 Campalagian in the academic year 2019/2020 which consists of 11 classes. The total number of students is 384. In conducting this study, researchers chose a class as the sample by using cluster random sampling technique. Fraenkel and Wallen (2009) define cluster random sampling as selection of groups, or clusters, of subjects rather than individuals that can be used when it is not possible to select a random sample of individuals. The researchers administered questionnaire and vocabulary test as instruments. Questionnaires were distributed to collect the data of students' reading

habit and vocabulary test to measure students' vocabulary mastery. After collecting the data, the researchers used Pearson Product Moment Correlation on Statistical Package for Social Science (SPSS) version 20 to correlate both variables based on the result of the data collected by using questionnaire and vocabulary test.

In determining the levels of students' reading habit and vocabulary mastery, students' scores calculated and analyzed are classified into four categories as the table follows.

Table 1. The Scores Classification

Range of Final Scores	Categories
86 – 100	Very Good
71 – 85	Good
56 – 70	Fair
10 – 55	Poor

Leo in Abbas (2015)

Results
The Analysis of Students' Reading Habit

From the data obtained from 33 students as samples, the highest score for students' reading habit was 78 and the lowest was 48. Based on the data found, the range was 30. Meanwhile the mean of the questionnaire scores was 64.81 and the sum was 2139.Furthermore, the distribution of students' reading habit score can be seen in the table below.

Table 2. The Frequency Distribution of Students' Reading Habit Scores

Score Interval	Categories	Frequency	Percentage
86 – 100	Very Good	0	0
71 – 85	Good	8	24,24
56 – 70	Fair	19	57,57
10 – 55	Poor	6	18,18

Based on the data in table above, the highest score for students' reading habit is 78 and 48 is the lowest score. From 33 total number of students, none of them categorized into very good, 24.24% of students who got 71 – 85 score interval which were categorized into good, 57.57% got 56 – 70 score interval which were classified into fair, and 18,18% got 10 – 55 score interval which were categorized into poor. Moreover, the average score was 64.81 which were categorized into fair. Therefore,

students' reading habit was in fair level. From the data analyzed, only half of students who really like to read English books in their spare time as a hobby and another half only read when they have to do it to accomplish their assignment.

The Analysis of Students' Vocabulary Mastery

The data of students' vocabulary mastery were collected by administering a test which was consisted of 30 total numbers of multiple choices types of questions. The result was analyzed by applying the formula mentioned in the previous chapter. From the data obtained by 33 students as samples, the highest score for students' vocabulary mastery was 60.00 and the lowest was 13. Based on the data found, the range was 47. Meanwhile the mean of the vocabulary test scores was 40.81 and the sum was 1347.

The frequency distribution of students' vocabulary mastery scores can be seen in the following table:

Table 2. The Frequency Distribution of Students' Vocabulary Mastery Scores

Score Interval	Categories	Frequency	Percentage
86 – 100	Very Good	0	0
71 – 85	Good	0	0
56 – 70	Fair	2	6.06
10 – 55	Poor	31	93.93

Based on the data in table above, it can be seen that majority of students were categorized into poor. From 33 students, none of them categorized as very good and good, 6.06% got 56-70 range of score which were categorized into fair and 93.93% got 10-55 range of scores which were classified into poor. Moreover, the average score was 40.81 which were categorized into poor. Therefore, the level of the second-grade students' vocabulary mastery was categorized into poor.

Normality Test

Normality test is used to find out whether the distribution of the data is normal or not. In this study, the researchers used One-Sample Kolmogorov-Smirnov test which was examined by using The Statistical Package for Social and Science (SPSS) version 20. Based on the result, the values of both variables were higher than 0.05. The result of reading habit was 0.86 and the result of vocabulary mastery was 0.59. As both of them are higher than 0.05, it can be concluded that the distributions of the data were normal.

Linearity Test

Linearity test is used to find out the relation of dependent and independent variables. Based on the data computed by using The Statistical Package for Social and Science (SPSS) version 20, the result of linearity test showed that the

significance value is 0.718. It means that the significance value was higher than 0.05. Therefore, it can be concluded that both variables are linear.

The Correlation between Students' Reading Habit and Vocabulary Mastery

As the result of Pearson Product Moment, the correlation coefficient of both variables was 0,448. It was higher than the r-table, which was 0.442 (0,448 > 0.442). Moreover, the value of significance (Sig. 2-tailed) was 0,009 and it was lower than 0.05. Based on the data obtained, it can be concluded that the null hypothesis (Ho) was rejected and the alternative hypothesis was accepted as the result indicated that there was positive correlation between students' reading habit and vocabulary mastery.

Moreover, the correlation level of students' reading habit and vocabulary mastery determined by using the rubric below.

Table 3. Correlation Level

Coefficient Interval	Correlation Level
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	High
0,80 – 1,000	Very high

Sugiyono (2017)

Discussion

Based on the research findings, the reading habit of second-grade students in SMA Negeri 1 Campalagian was categorized into fair level. As the result of the questionnaire distributed, there were 24.24% of students who got 71 – 85 score interval which were categorized into good, 57.57% got 56 – 70 score interval which were classified into fair, and 18.18% got 10 – 55 score interval which were categorized into poor. Moreover, the average score was 64.81 which were categorized into fair. Meanwhile, their vocabulary mastery was categorized into poor level as the result shown 6.06% of students got 56 – 70 interval score which were categorized into fair and 93.93% of students got 20 – 55 interval score which were categorized into poor.

After calculating the data obtained by using Pearson Product Moment in The Statistical Package for Social and Science (SPSS) version 20, the result showed the correlation coefficient was 0,448. It was higher than the r table, which was 0,344 (0,448 > 0,344). Moreover, the value of significance (Sig. 2-tailed) was 0,009 and it was lower than 0.05. Therefore, it can be concluded that the null hypothesis (H$_0$) was

rejected and the alternative hypothesis was accepted as the result indicated that there was positive correlation between students' reading habit and vocabulary mastery. The position of the correlation coefficient (0.448) was also in the coefficient interval 0.40 – 0.599. It means that the correlation level of students' reading habit and vocabulary mastery was in the moderate level.

Based on the result of this study, it can be concluded that the students' reading habit gives contribution to their vocabulary mastery. The more often the students read, the better their vocabulary mastery will be. The relevant theories mentioned in previous chapter also pointed the relationship between students' reading habit and vocabulary mastery. Krashen (2004) states that reading habit can improve students' reading comprehension, writing style, vocabulary, spelling, and grammatical development. Moreover, Patel and Jain (2008) also mention that reading helps the students to obtain new vocabulary, new ideas, new sentence pattern, and new thoughts.

Conclusion

Based on the findings of the study, it can be concluded that the reading habit of second-grade students at SMA Negeri 1 Campalagian was categorized into fair level as the average score was 64.81 and the majority of students (57,57%) got scores which were in the fair category. As the result of this study proved that reading habit and vocabulary mastery of students have correlation, it can be concluded that one of factors that influence their vocabulary mastery which was in poor level was their reading habit which was only in fair level.

This study hopefully can be useful for both teacher and students by knowing that reading habit as one of factors which influence students' vocabulary mastery. Teacher should consider teaching technique which will give the students opportunity to read more often, encourage and support them in their reading interest to improve their reading habit which hopefully will also help them enriching their vocabulary mastery. By knowing the benefit of reading habit, the students also hopefully can read much more often, not only at school and for doing any assignment, but everywhere and every time as they can as it can help them gaining knowledge and new words, which surely can develop their vocabulary mastery.

Acknowledgement

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