

The Correlation Between Students' Vocabulary Mastery with Their Reading Habit

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Abstract

Vocabulary mastery is an important component in English language skills as a foreign language. The aim of this research is to determine whether there is a correlation between vocabulary mastery and reading habits of students. In this study, the correlation method is used through statistical testing. Results of the study using the product moment correlation formula acquired a ratio of 0,24 and r_{table} at a significance point of 0,312 at 5,67 percent, then $r_{count} > r_{table}$. The findings show that there is a significant correlation between students' vocabulary mastery and their reading habits.

Keywords: reading habits, vocabulary mastery

Introduction

Mastering English is not a simple thing to do. Many students in Indonesia have difficulties to do it because English has different rules from their mother tongue or their first language. To master English, students have to learn for elements and also four skills. The four elements are grammar, pronunciation, vocabulary, and spelling, and the four skills are speaking, writing, listening, and reading. All skills have to be taught integratedly to achieve English skills goals.

Therefore vocabulary is one of the important elements shared by four skills, based on the statement above, it can be said that if the students learn all four skills, they have to be mastered the vocabulary. Mastering the vocabulary is a basic part to learn all English skills. The students are demanded to master vocabulary well. In fact students' vocabulary knowledge is still limited.

In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use them accurately. It is a crucial component in acquiring component in acquiring and understanding language. When students read something, it will sound good if they understand the words or vocabularies in a reading text. It will be and guide them in pronouncing, reading, and grasping the idea from the students' reading, so they will understand better.

According to John Read (2000), vocabulary is knowledge involves knowing the meanings of words and therefore the purpose of a vocabulary test in to find out whether the learners can match each word with a synonym, dictionary tape definition, or an equivalent word in their own language. Based on that definition, it means that vocabulary is a vehicle of thought self expression, interpretation, and communication. It can be said that the students should possess a large number of vocabulary items to succeed in educational, intellectual, and professional fields. It gives the information that the level of students' vocabulary mastery will not evolve without the existing of learning process that can help the students mastering vocabulary. English cannot be learned without having a great understanding of vocabulary. English will be easier to learn when the students have a great.

According to Hornby (2019), vocabulary is divided into two types. First, active vocabulary refers to items which the learner can use appropriately in listening or writing but in fact, it is more difficult to put into practice. Based on that definition, it means that to use the productive vocabulary, the students must

know how to pronounce it well, they must know and be able to use grammar of the target language, and they also must be familiar with collocation meaning of the word.

According Bashir & Matto (2019), reading habits are well planned and deliberate pattern of study which has attained a form of consistency on the part of students toward understanding academic subject and passing at examination. So, it means that reading habits determine the academic achievement of students to a great extent.

Both reading and academic achievement are interrelated and dependent on each other. Students often come from different environments and localities with different levels of academic achievement. Therefore, they differ in the pattern of reading habits. While some students have good reading habits, others tend to exhibit poor reading habits. Academic achievement means how much knowledge the individual has acquired from the school. According to explanation above, reading habit is an important to academic performance.

The key to succeeding in replacing old habits with new ones is ensuring that new behaviors are more appealing, effective, and beneficial than their predecessors. The exercises in the upcoming chapters are designed to serve as replacement activities: filling up the available space with new actions, exercising different areas of your capabilities, and possibly replacing some old habits that may not be serving your definition of success.

According to Palani (2012), effective reading is important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habit. From the statement above, it means that reading is the identification of the symbols and the association of appropriate meaning with them. In the other word, effective reading is the way people to successful reading habit.

According to Sanches (2019), the previous research found that the effect of frequency and enhancement on the development of word meaning and spelling recognition through reading habit". On the other hand, students' bad reading habit attitudes showed impairment on their reading comprehension. However, she did not explain whether students' reading habit is also as a great significance factor in students' vocabulary mastery.

Research Methodology

This research was conducted in 2019 at SMK 2 Cibinong located at JL.SKB No.1, Karadenan, Cibinong, Bogor, West Java 16913. When the research began from the licensing process, submission, proposal, data search, data processing to the analysis process and presentation of research results takes about 6 months. The method used in this quantitative research is a survey method with correlational analysis. This research variable consists of one dependent variable, namely Reading Habits and the independent variable, Vocabulary Mastery.

The population in this study were students of SMKN 2 Cibinong in Cibinong, Bogor. Affordable population is class IX students of 160 randomly selected classes. From a predetermined population, a sample is taken using the Simple Random Sampling technique, where each individual in the population has the same rights to be a sample member. Random sampling technique is done randomly. First of all 3 classes are determined to be sampled. Then, 3 classes

were chosen randomly from the 2ND Cibinong school. Of the 3 classes that have been randomly selected, there are 160 students in 1X grade. Of 160 grade IX students 40 students were selected as respondents in this study.

To obtain the data needed in this study used data collection techniques in the form of objective tests in the form of multiple choice to get data about students' vocabulary mastery and questionnaires or questionnaires to determine the level of student confidence.

Descriptive analysis was carried out to find the average, variance, standard deviation, frequency distribution, mean, median, mode, making a histogram of reading habit and vocabulary mastery score. Normality test is performed to determine whether the data from each sample variable is normal. Data normality is only subject to the dependent variable (Y). To analyze the dependence of one dependent variable (Y) on a number of independent variables (X) or to determine the effect of several variables X on the Y variable, the linear regression analysis method is used. The strength of the relationship between variable X and variable Y is calculated by statistical analysis of multiple correlation coefficients (R). The significance level of the multiple linear regression coefficient is known by the F_{test} , which compares the calculated F_{value} and F_{table} .

Result and Discussion

In reading test, students was given 60 minutes for doing to test . In questionnaire, students was given 30 questions.

Table 1. Descriptive Data Variabel X

NO	ERVAL Cl	Fi	Tally	(Xi)	Xi.Fi	Xi-X	(Xi-X) ²	X ²	Xi.Fi ²	ive fre	limitation area
1	50 -- 55	2	II	52	104	-20.3	412.09	2704	5408	2	49,5 -- 55,5
2	56 -- 61	4	IIII	58	232	-14.3	204.49	3364	13456	6	55,5 -- 61,5
3	62 -- 67	5	IIIII	64	320	-8.3	68.89	4096	20480	11	61,5 -- 67,5
4	68 -- 73	7	IIIII II	70	490	-2.3	5.29	4900	34300	18	67,5 -- 73,5
5	74 --79	12	IIIII IIII II	76	912	3.7	13.69	5776	69312	30	73,5 -- 79,5
6	80 -- 85	6	IIIII I	81	486	8.7	75.69	6561	39366	36	79,5 -- 85,5
7	85 -- 100	4	IIII	87	348	14.7	216.09	7569	30276	40	85,5 -- 100,5
	X	40			2892			34970	212598	40	

Based on the result of variable X, the researcher found out that the highest score is 85 and the lowest scores are 50, the mean score is 72,3, median score is 74,5 , mode score is 76,2 , standar deviation is 94,8.

Table 2. Descriptive Data Variabel Y

Interval Class	Fi	Xi	Xi.Fi	Xi-X	(Xi-X) ²	X ²	Xi.fi ²
73--78	1	75	75	75.00	5625.0000	5625	5625
79--84	7	82	574	82.00	6724.0000	6724	47068
85--90	17	87	1479	87.00	7569.0000	7569	128673
91--96	7	93	651	93.00	8649.0000	8649	60543
97--102	3	100	300	100.00	10000.0000	10000	30000
103--108	5	105	525	105.00	11025.0000	11025	55125
X	40		3604			49592	327034

Based on the result of variable Y, the researcher found out that the highest score is 108 and the lowest scores are 73, the mean score is 90,10, median score is 97, mode score is 150,5, standar deviation is 7,70.

Table 3. Uji normalitas variable X

Number of Respondent	α	L_{count}	L_{table}	Description
40	0,05	0,3965	0,886	Ho accepted

The significant level is 0,05 with N = 40. From the normality test result of Variable X (student's vocabulary mastery), it is shown that x_{count}^2 is 0,3965 and x_{table}^2 is 0,886. Which means $x_{count}^2 < x_{table}^2 = 0,3965 < 0,886$. It means if $L_{count} < L_{table}$, it means the research data that means that all data of variable X (student's vocabulary mastery) have normal distribution data.

Table 4. Uji Normalitas Variable Y

Number of Respondent	α	L_{count}	L_{table}	Description
40	0,05	0,3343	0,886	Ho : accepted

The significant level is 0,05 with N = 40. From the normality test result of Variable Y (reading habit), it is shown that x_{count}^2 is 0,3343 and x_{table}^2 is 0,886. Which means $x_{count}^2 < x_{table}^2 = 0,3343 < 0,886$. It means if $L_{count} < L_{table}$, it means the research data that means that all data of variable Y (Reading Habit) have normal distribution data.

Testing of Linearity Data. Linearity test is used to know the relation between dependent and independent variable.

$$Y = a + b X$$

Table 5. Uji linearitas variabel X dan Y

Number of Respondent	α	F_{count}	F_{table}	Conclusion
40	0,05	0,415	3,23	Ho : Linear regression.

The correlation between Student anxiety and reading comprehension. In order to test hypothesis we was done calculated rcount it used Pearson's product moment correlation. The hypothesis used in hypothesis test is such as:

$$\begin{aligned} r_{xy} &= \frac{n \cdot \sum XY - \sum X \cdot \sum Y}{\sqrt{[n \cdot \sum x^2 - (\sum X)^2] [n \cdot \sum Y^2 - (\sum Y)^2]}} \\ &= \frac{(40 \cdot 80425) - (877) \cdot (3627)}{\sqrt{(40 \cdot 19567) - (877)^2} \times \sqrt{40(331725) - (3627)^2}} \\ &= 0,24 \\ &= r_{count} > r_{table} (0,24 > 0,312) \end{aligned}$$

There is low correlation between students's vocabulary mastery and their reading habit, it can be seen through pearson's product moment correlation $r_{count} > r_{table} (0,24 > 0,312)$.

This means that there is there is significant relationship between student's vocabulary mastery and their reading habit. The researcher would like to find out the significance correlation. It is as follows:

Table 6. Result *t*-test

Number of Respondent	α	Tcount	Ttable	Conclusion
40	0,05	1,524	1,684	Hi Accepted

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$= \frac{0,24\sqrt{40-2}}{\sqrt{1-38}} = 1,524$$

$t_{table} = (40-2)$, significance level 0,05 and the $t_{table} = 1,684$

$t_{count} > t_{table}$ (1,524 > 1,684) it means that there is low relationship between students's vocabulary mastery and their reading habit.

Then, r determination is as follows $r^2 = r_{xy}^2 \times 100\% = 0,24^2 \times 100\% = 5,76\%$

Conclusion

There are several points that the researcher concluded: (1) The correlation between the variable of vocabulary mastery is seen through the result of Rxy Test it is $r_{count} > r_{table}$ (0,24 > 0,312) This means that there is positive low correlation students vocabulary mastery and their reading habit; (2) There is a low correlation between the students vocabulary mastery and their reading habit it can be seen through the result of the significance correlation $t_{count} > t_{table}$ (1,524 > 1,684) it means that there is low correlation between students vocabulary mastery and their reading habit.

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