CORRELATION BETWEENREADING HABIT AND VOCABULARY MASTERY

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dalam hubungan antara kebiasaan membaca dan penguasaan kosa kata dari siswa kelas delapan SMP Negeri 2 Lembo Raya. Peneliti menggunakan desain penelitian korelasi. Sampel penelitian ini adalah siswa kelas delapan terdiri dari 50 orang. Instrumen yang digunakan dalam pengumpulan data adalah kuesioner dan tes kosa kata. Teknik analisis data menggunakan Pearson Product Momen. Berdasarkan analisis data, hasilnya menunjukan bahwa nilai r_{xy} adalah -0.077dan t-perolehan adalah 0.597. Hal itu berarti bahwa tidak ada pengaruh yang signifikan dalam hubungan antara kebiasaan membaca dan penguasaan kosa kata karena kebiasaan membaca yang dimiliki oleh siswa tidak memiliki dampak terhadap penguasaan kosa kata yang mereka miliki. Kebiasaan membaca yang mereka miliki adalah kebiasaan membaca buku-buku dalam bahasa Indonesia sedangkan penelitian ini fokus pada bahasa Inggris.

Kata Kunci*: korelasi, kebiasaan membaca, penguasaan kosa kata*

ABSTRACT

The aim of this research is to find out if there is any significant correlation between reading habit and vocabulary mastery of grade eight students at SMPN 2 Lembo Raya. The researchers used correlation research design. The sample of this research was the eighth grade students of SMPN 2 Lembo Raya that consisted of 50 students. The instruments of data collection were questionnaire and vocabulary test. The technique of data analysis used Pearson Product Moment. Based on the data analysis, the result shows that the r_{xy} was -0.077 and the t-obtained was 0.597. It means that there is no significant correlation between reading habit and vocabulary mastery because students' reading habit has no impact on their vocabulary mastery. The reading habit that they have only in reading Indonesia text books while this research focus on English.

Keywords: correlation, reading habit, vocabulary mastery

INTRODUCTION

In English, there are four basic skills to be mastered, they are reading, speaking, listening and writing.All of the skills will be connected by vocabulary. By mastering the vocabulary, people will more easily interpret messages from the author and reduce misunderstanding. Aliyah (2020) states that vocabulary plays a big role for students in obtaining language. Therefore, vocabulary will be needed to express many ideas and to be able to understand the words. In other words, when people have many stock of

words, it will make them have great language skills. Through mastering vocabulary, people will know the meaning of that vocabulary in the context and also help to avoid making mistake in reading a text. Besides that, reading is one of the ways which can increase people's vocabulary.

Reading is one of the four basic skills. By reading, people will get a lot of information. Lone (2011) states that reading is an ability to recognize and examine words or sentences and understand the information contained in the reading. People can get information through listening also. However, people who reads newspaper may get more information, because they can read the text again when they forget or tries to get detail information. This statement is supported by Willis (2008) who states that through reading, someone can find the information he/she needs with specific information.

Reading habit has an important role in vocabulary mastery. As people already know that habit is a repeated perfomance. Habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thingking, largely without any sense of awareness (Per Nilsen, *et.al.*, 2012). Pursuing reading as a habit will help people to master the new words. Reading habit can be acquired if the readers are interested to the reading materials and do it frequently. The more often they read, the more vocabulary they may get. Reading builds' students vocabulary which enhance other skills. Shen (2006) states that reading habit is how often, how much, and what the readers read. Teaching reading and vocabulary are intergrated because the students will have difficulty to understand the text if they lack of vocabulary. Read (2000) states that a basic assumption in vocabulary is knowledge of words. Therefore, reading cannot be separeted from vocabulary mastery. In other words, reading activities are supported by vocabulary mastery.

Based on the preliminary research, students in this school have daily activity which always read the books for 15 minutes. In this activity, students will read their own books or take the books in the library. This activity is expected to increase students interest in reading. On the other hand, when the researchers conducted research in this school, the students have a good reading habit and they tend to have a good vocabulary. But, the students interest to read the Indonesia books because they are familiar with the language.

Considering the problems above, the researchers propose to apply correlation research method to figure out which variables are connected. Correlation is a technique to find out if there is significant of the two variables. Correlation was introduced as an alternative method to know which variables are connected. Through this method, the researchers can find out about students' reading habit and their vocabulary mastery.

Correlation research design can find out how much the significant between students' reading habit and their vocabulary mastery, whether the students have a good reading habit can predict their vocabulary mastery or not. Furthermore, the researchers can conclude that correlation is integrated technique that can be used to find out the significant between students reading habit and their vocabulary mastery or another variable. As the result, based on these situations, the researchers tried to conduct the research about correlation between students' reading habit and their vocabulary mastery.

METHOD

This research used questionnaire and vocabulary test. The questionnaire aiming to know students' reading habit score and the vocabulary test aiming to know students' vocabulary mastery. To find out correlation between both of variables, the researchers used Pearson Product Moment coefficient of correlation analysis technique. The formula is:

$$\mathbf{r}_{\mathbf{xy}} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2))(N(\sum Y^2) - (\sum Y)^2)}}$$

Table 1. Distribution of the test

The Scoring Rubric of Questionnaire

Likert' Scale	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

The design of this research was quantitative research by conducting questionnaire and vocabulary test. The population of this research was eight grade students of SMPN 2 Lembo Raya. Based on the design of this research, the researchers

chose a sample by applying total sampling technique. The sample was eight grade students. The research instrument of data collection was questionnaire and vocabulary test. Then, the researchers gave a score and calculated the result based on the test.

FINDINGS

The results of this research were analyzed statistically. In offering data, the researchers analyzed the data taken from questionnaire and vocabulary test. The researchers used the data to measure the significant correlation between students' reading habit and their vocabulary mastery of grade eight students at SMPN 2 Lembo Raya. The questionnaire was distributed on 21-22 March 2022 in class. The researchers conducted a questionnaire to measure the students' reading habit. Then, the vocabulary test was administered on 23-24 March 2022. The vocabulary test was given to the students to measure students' vocabulary mastery. The results of the questionnaire and reading test are shown in table 2.

Table 2. The Result of Reading Habit, Vocabulary Mastery and Correlation

Class	N	Lowest score	Highest score	Total score	Mean score	Correlation	Sig. (2-tailed)
Questionnaire	50	36	97	3542	**70.84**		
Vocabulary Test	50	3	20	1777	**35.54**	**-0.077**	**0.597**

The table above shows that the lowest score of reading habit is 36 and the highest score is 97. Then, the total score of questionnaire reading habit is 3542. While, the lowest score of vocabulary test is 3 and te highest score is 20. Then, the total score of vocabulary test is 1777.

After got the score of reading habit questionnaire and vocabulary test, the researchers calculated the correlation score used Pearson Product Moment. Based on the result, the correlation score is -0.077. Furthermore, the researchers also used SPSS program to find out the result accurately about students reading habit questionnaire and their vocabulary mastery test. The result showed the significant value is 0.597 which mean there is no significant correlation between students' reading habit and their

vocabulary mastery 0.597>0.05. Based on the result, the researchers concluded that students' reading habit has no impact on their vocabulary mastery.

DISCUSSION

Based on the result of this research, the researchers draw some interpretations. The first is reading habit, when the students have a good habit in reading, they will get a lot of information. Willis (2008) states that through reading, someone can find the information he/she needs with spesific information. Then, vocabulary mastery is an ability of the students to mastery the stock of words. Therefore reading activities cannot be separated from vocabulary mastery because it is supporting the activity.

The reason why the students have high score in reading habit but low in vocabulary mastery because mostly the students prefer to read the books in Indonesian, instead of English books. Therefore, the students get difficulties in understanding the words in vocabulary test. Taghizadeh and Khalili (2019) stated that if the students know many words, and have deep word knowledge, they can comprehend the text better. For this reason, students' vocabulary is the first thing to master because they will not interested to read the text without knowledge about the words. They have to know the meaning of the words so that, they will read the text. For example, they read the novels and comics because they understand the meaning of the words that they read and familiar with the words. However, the students must have deep word knowledge in English. Bashir and Mattoo (2012) stated that learning vocabulary is not only by reading. There are different way in learning vocabulary, such as listening music, playing video game, or watching learning videos on YouTube.

The reason why the reason why the result of this research has difference with their results. First is the research that had been conducted by Laili (2018) at eleventh grade students of SMAN 1 Palangka Raya, which the result of this research showed that there is positive correlation between English reading habit and vocabulary mastery. The researcher explained that teacher in this school use English in learning process and the students used to read books every morning. This activity is expected to foster interest in their reading because by reading books, students will get a lot of knowledge and information. While in this research that conducted at eight grade students of SMPN 2 Lembo Raya, the teacher in this school use Indonesian more than English in learning

process because the teacher have considered the students' ability and their understanding in English. Second is the research that had been conducted by Syaifuddin (2016) on the second semester students of English Department in IAIN Antasari Banjarmasin while this research had conducted at eight grade students which showed that the object of the research has difference in level and has a big possibility to get the difference result.

The other reason why this research was different from other research in previous study because of some factors. There are internal and external factors. Gilakjani and Sabori (2016) stated that internal factor comes from the students which have less motivation so they are not interested in academic reading. While the external factor comes from social environment such as technology, which make the students prefer to play a game in their mobile phone than reading e-book. Prasetyono (2008) stated that technology such as mobile phone, computer and video game can bring many benefits. But on the other hand, it has negative impacts on students development. One of them is playing excessive games. Beside that family environment has important role on students reading activity. Some of parents are less in motivating their children to do reading activity. Family environment that has low support, can make children interest in reading is low (Wahyuni, 2010).

From this result, the researchers can conclude that vocabulary mastery is not always influenced significantly by reading habit because in this case, the reading habit that they have only in reading Indonesia text books while this research focus on English.There are some factors that can contribute to students' vocabulary mastery. First, Simanjuntak (2015) concluded that there was a significant effect of students reading interest and vocabulary mastery on students' reading comprehension. It means that when students have interest in reading, their vocabulary mastery will be good. So that, the higher students' interest in reading, the higher their vocabulary mastery and automatically students will have a good reading comprehension. As Ariyanti and Qomar (2016) stated that if everyone reads a lot, of course, they have a lot of vocabulary and can add to their vocabulary list. Second, Wulandari (2021) showed that there is significant correlation between students' reading motivation, vocabulary mastery and reading comprehension. Third, Mahmudah (2014) found that there is a significant correlation between students writing ability and their vocabulary mastery.

CONCLUSION

Based on finding as already discussed, the researchers concluded the result of this research there is no significant correlation between reading habit and vocabulary mastery of grade eight students at SMPN 2 Lembo Raya. The students' reading habit score was higher than students' vocabulary mastery score. It means that the correlation is negative as negligible level, because based on the t-counted showed -0,077 which means include of 0.00-0,199.

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