THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING HABITS TOWARD COMPREHENDING A REPORT TEXT OF STUDENTS OF SMAN 1 IX KOTO SUNGAILASI

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ABSTRACT

The type of this research was correlation design. This research was aimed at finding out the correlation between vocabulary mastery and reading habit toward comprehending a report text of students of SMAN 1 IX Koto Sungailasi. The number of population members was 183 students. The researcher took two classes as sample by using stratified random sampling technique. The classes selected as sample were classes XII IPA 2 and XII IPS 2. The researcher gathered the data by using questionnaire to measure reading habits, and reading test to measure students’ ability to comprehend text. To analyze the data the researcher used the Person Product Moment Formula, Double Correlation Formula. Based on the result of the data, the researcher found that students’ Vocabulary Mastery was moderate, their Reading Habit was high, and their Reading ability was moderate too. Then she also found that the value of coefficient correlation between students’ vocabulary mastery and their reading habit was 0.80 and \( r_{table} (\alpha = 0.05) \) and \( df = r - 1 \) (60), and the value of coefficient correlation between students’ reading habit and their reading ability was 0.83 and \( r_{table} 0.25 (\alpha = 0.05) \), and \( df = r - 1 \) then value of coefficient of three variables was 0.81 and \( f_{-counted} = 328.05 (\alpha = 0.05) \) and \( (df) n-k-1 \) (62), value of \( f_{-table} \) was 3.15(\( \alpha = 0.05 \)) and \( (df) n-k-1 \) (62). Therefore, the relationship between three variables (vocabulary mastery, reading habits and ability to comprehend text) was significant. Learning from the result, it can be concluded that the correlation between vocabulary mastery and reading habit toward comprehending a report text of students of SMAN 1 IX Koto Sungailasi text was high.

Key words: Correlation, Students’ vocabulary, Reading Habit, and Reading Comprehension

INTRODUCTION

In learning English, the students should master four basic language skills. They are listening, speaking, reading, and writing. It is benefit to get communication well in English. In addition, the students also should master some language components to support the possession of language skills. Those language components are grammar, vocabulary and punctuation.
Among the four language skills, reading is one of the skills that is very important to be master by the students. According to Whorter in Rahayu (2014:2), reading is thinking process, in which the reader interacts with textual material, evaluate, and react to its organization and content. In addition, reading is a way to get information from printed page and interpret information appropriately.

Reading comprehension and vocabulary mastery have a strong relationship. According to Lines (2005:121), vocabulary is the collection of words that an individual knows. It means that students must have a lot of vocabularies to facilitate reading a text. Sedita (2005) states that vocabulary knowledge is crucial in reading comprehension and determin how well students comprehend the texts. So, vocabulary is an element of language which is the most important part in learning a language. It is impossible for the students to listen, speak, read, and write a foreign language without having enough knowledge of the vocabulary. Vocabulary is a list of words that plays an important role in language learning because it is a main component of language.

Not only vocabulary can improve students’ ability in comprehending reading text but reading habit is also necessary to do it. According to Akabuike and Asika (2012:247), reading as a habitual activity is normally confined to a relatively small section of the students’ and continued serious reading limited to an even smaller segment within this group of readers. The habit of reading does not appear to be a prominent feature in the lives of most students.

In fact, based on informal interview with English teacher at SMAN 1 IX Koto Sungailasi, there were many students who got low scores on reading report text. Some factors that make them having low score are that they lack of vocabulary and they have low reading habits. It means that vocabulary and reading habits have big contribution in comprehending the text.

Based on explanation above, the researcher wants to know whether there is a positive significant correlation between vocabulary mastery and reading habits toward reading comprehension of report text. Therefore researcher is interested in conducting a study about it, entitled “A Correlation between Vocabulary Mastery and Reading Habits toward their Ability
Based on the identification of the problem above, this research is limited to the correlation between students’ vocabulary mastery and their reading habit toward their ability to comprehend a report text of second year students at SMA N 1 IX Koto Sungailasi.

In this study, the researcher purposes some research questions as the followings:
1) How is the students’ vocabulary mastery level?
2) How is the students’ reading habit?
3) How is the students’ ability to comprehend report text?

In this research, the researcher propose three alternative hypotheses: (1) “there is a significant correlation between students’ vocabulary mastery and their ability to comprehend a report text of second year students at SMAN 1 IX Koto Sungailasi”, (2) “there is a significant correlation between students’ reading habits and their ability to comprehend a report text of second year students at SMAN 1 IX Koto Sungailasi” and (3) there is a significant correlation between students’ vocabulary mastery and their reading habit toward their ability to comprehend a report text of the second year students at SMAN I IX Koto Sungailasi.

RESEARCH METHOD

This research uses correlational design. According to Creswell (2012:338), correlational design provides an opportunity to predict scores and explains the relationship among variables. The researcher uses this design because she wants to find out the degree of relationship between vocabulary and reading habits towards reading comprehension of second grade students at SMAN 1 IX Koto Sungailasi.

There were three kinds of variable in this research. The first variable was students’ vocabulary mastery and it was consider as the first independent variable (variable \( x_1 \)). The second variable was their reading habits and it was consider as the second independent variable (variable \( x_2 \)). The third variable was their reading comprehension and it was consider as dependent variable (variable \( y \)).

Sample for this research was selected by using stratified random sampling technique. The researcher used stratified because the population consists of two strata; IPA and IPS. Random technique was
used because the population members for each strata was homogen. They used the same teaching material, had the same allocated time to learn English and their teachers’ qualification was same.

In choosing the sample, the researcher wrote the name of each class. Then she put them into two different boxes, one box for IPA and another box for IPS. After mixing them, she took a piece of paper from each box. The selected class became class sample and all students in it became the sample of this study. The researcher did do the same procedure to find out the sample for try out.

Questionnaire

The questionnaire included 24 statements; 12 positive and 12 negative statements (see Appendix 12). Each statement was provided with five responses: always, often, sometimes, seldom, never. The time allocated was 30 minutes to do it. The researcher only asked the students to tick in every statement based on their own experience.

To see the reliability of the questionnaire, the researcher used Alpha formula suggested by Arikunto (2012:122) as follows:

$$r_{ii} = \left( \frac{N}{N-1} \right) \left( 1 - \frac{\Sigma a_{iz}}{\Sigma n_{iz}} \right)$$

Vocabulary Test and Reading Comprehension Text

To see the reliability of the test, the researcher used split half method. According to Creswell (2012:160), split half reliability is a method which separates the test into two parts; odd items and even items. The scores of the two sets were correlated by using Pearson Product Moment Formula as follows:

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

To find out the degree of coefficient correlation of the whole test, the researcher analyzes it by using Spearman-Brown Formula (Arikunto, 2013: 233) as follows:

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$
Then, the researcher used the following formula to determine the item discrimination (Arikunto, 2012: 228):

\[ D = \frac{BA}{JA} - \frac{BB}{JB} \]

Item difficulty is extent to which an item is easy or difficult for the proposed group of test-taker (Brown, 2010:71). The researcher used the formula suggested by Arikunto (2012: 223) as follows:

\[ P = \frac{B}{JS} \]

To collect the data on the students’ vocabulary, the researcher used vocabulary test. The researcher gathered the data by the following steps:

1) The researcher distributed the test to the students.
2) The researcher collected the students’ answer sheet.
3) The researcher read students’ answer sheet one by one.
4) The researcher gave score based on criteria as follows:
   1 for correct answer
   0 for incorrect answer
5) The researcher counted the total score of each student.

To collect the data on students’ reading habits, the researcher followed five steps as follows:

1) The researcher distributed the questionnaire to the students.
2) The researcher collected the students’ questionnaire sheet.
3) The researcher reads the students’ questionnaire sheet.
4) The researcher gave score for all items of questionnaire based on Likert scale as follows:
5) The researcher counted the total score of each student.

To analyze data on students’ vocabulary mastery, reading habit, and reading comprehension, The researcher used the following steps:

The researcher calculated Mean (M) by using the following formula (Arikunto, 2012:299)

\[ M = \frac{\sum X}{N} \]

The researcher calculated Standard Deviation (SD) by using the following formula (Arikunto, 2012:299)

\[ SD = \sqrt{\frac{\sum X^2}{N} - \left(\frac{\sum X}{N}\right)^2} \]
The researched classified the students’ vocabulary mastery, reading habit, reading comprehension, based on the following classification (Arikunto, 2012:299)

\[ > M + SD = \text{High} \]
\[ (M - SD) \rightarrow (M + SD) = \text{Moderate} \]
\[ < M - SD = \text{Low} \]

The researched calculated the percentage of the students who get high, moderate, and low ability by using the formula (Arikunto, 2012:299) (see appendix 38 and 39)

\[ P = \frac{F}{N} \times 100\% \]

To find out the correlation among the research variables the researcher used the following steps:

1) Finding the total scores for the vocabulary test, questionnaire, and reading ability test (see appendix 38 and 39)

2) Finding the correlation between students’ vocabulary mastery and reading comprehension and between reading habit and reading comprehension using the following formula (see appendix 41)

\[ r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \]

Finding the correlation between vocabulary mastery and reading habit toward reading comprehension by using the following formula (see appendix 41)

\[ r_{x1x2y} = \sqrt{\frac{(x1y)^2 + (x2y)^2 - 2(x1y)(x2y)(x1x2y)}{1 - (x1x2)^2}} \]

FINDINGS AND DISCUSSIONS

Findings

Students’ Vocabulary Mastery

Based on the result of analysis data, it was found the highest score was 46 and the lowest score was 26. It was also found that the mean was 11.25 and the Standard Deviation (SD) was 5.10.

Students’ Reading Habit

Based on the result of analysis data, it was found the highest score for students’ reading habit was 70 and the lowest score was 42. It was also found that the mean was
56.02 and the Standard Deviation (SD) was 7.81.

**Students’ Reading Ability**

Based on the result of analysis data, it was found the highest score for students’ reading ability was 2 and the lowest score was 9. The mean was 7.7 and Standard Deviation (SD) was 1.25.

**The Coefficient Correlation between Students’ Vocabulary Mastery and their Reading Ability**

To test such correlation is significant or not, it is compared with value of $r_{table}$ at significant level $\alpha$ 0.05 and $df = n-2$ (62). As matter fact the value $r_{table}$ was 0.25. It means that $r_{counted}$ was bigger than $r_{table}$ ($0.80 > 0.25$)

**The Coefficient Correlation between students’ Reading Habit and their Reading Ability**

To test whether such correlation is significant or not, it is compared with value of $r_{table}$ at significant level $\alpha$ 0.05 and $df = n-2$ (62). As matter fact the value $r_{table}$ was 0.25. It means that $r_{counted}$ was bigger than $r_{table}$ ($0.83 > 0.25$)

**The Coefficient Correlation between Students’ Vocabulary Mastery and Reading Habit toward their Reading Ability**

To test whether such correlation is significant or not, it is compared with the value of $f_{table}$ at significant level $\alpha$ 1-0.05 and $dk=k$, $dk=n-k-1$. As matter fact the value $f_{table}$ was 3.15. It means that $f_{counted}$ was bigger than $f_{table}$ ($328.5 > 3.15$)

**Discussions**

**Students’ vocabulary**

As already discussed the first finding of this study was the Vocabulary Mastery of most student (70.96%) was moderate. It mean that the students’ had problem in vocabulary mastery.

**Students’ Reading Habit**

As already discussed the second finding of this study was more than half student (61.29%) was moderate habit in reading. It mean that the students’ had problem in reading habit.

**Students’ Reading Comprehension**

Based on the result of this research in general, the students’ ability in reading was moderate. There were 45 students (72.58%) from 62 students who had moderate ability. It means that the students
had problem in comprehension reading report text.

**Correlation between Vocabulary Mastery and Reading Ability**

Based on the result of this research the student Vocabulary Mastery and Reading Ability of this study was significant correlation (0,80 > 0,25). Because \( r_{\text{counted}} \) was bigger than \( r_{\text{table}} \) it can be stated there was significant correlation. Between Vocabulary Mastery and Reading Ability relating to this finding, it can be interpreted that if the students’ Vocabulary Mastery is good, their Reading Ability is good too.

**Correlation between Reading Habit and Reading Ability**

Based on the result of this research the students’ Reading Habit and Reading Ability of this study was significant correlation (0,83 > 0,25). Because \( r_{\text{counted}} \) was bigger than \( r_{\text{table}} \) it can be stated there was significant correlation between reading habit and reading ability.

**Correlation between Vocabulary Mastery and Reading Habit toward Reading Ability**

Based on the result of this research the students’ Vocabulary Mastery and Reading Habit toward Reading Ability of this study was significant correlation (328,5 > 3,15). Because \( f_{\text{counted}} \) was bigger than \( f_{\text{table}} \) it can be stated there was significant correlation between vocabulary mastery and reading habit toward reading ability. Relating to this finding, it can be interpreted that if the students’ Vocabulary Mastery is good, Reading Habit is good, their Reading Ability is good too.

**CONCLUSION AND SUGGESTIONS**

**Conclusion**

Based on finding as already discussed in the previous chapter, it can be concluded that:

1) The students’ Vocabulary Mastery was moderate. It was proved by the fact that (70,97%) students’ was moderate.

2) The students’ Reading Habit was moderate. It was proved by the fact that (61,29%) students’ was high.

3) The students’ Reading Comprehension was moderate. It was proved by the fact that (72,58%) students’ was moderate.

4) There was a very high correlation between students’ vocabulary mastery and their ability to
comprehend a report text at SMAN 1 IX Koto Sungailasi. It can be conclude that the grade of vocabulary mastery can influenced the grade of reading ability to comprehend a report text.

5) There was a very high correlation between students’ reading habits toward their ability to comprehend a report text at SMAN SMAN 1 IX Koto Sungailasi. It can be concluded that the grade of students’ reading habits influenced the grade of reading ability to comprehend a report text.

6) There was a significant correlation between students’ vocabulary mastery and their reading habits toward their ability to comprehend a report text at SMAN 1 IX Koto Sungailasi. It can be concluded that the grade of vocabulary mastery and their reading habits can influenced their ability to comprehend a report text.

Suggestions

In the line with the conclusion of this study, some suggestion can be presented as follows:

1) English teachers are suggested to facilitate the development of students’ vocabulary and reading habits, remind students to study about report text and use new media to make students interested to learn English especially report text. In addition, the English teachers are expected to give more exercises about vocabulary and knowledge of the text to the students to improve their ability to comprehend a report text.

2) The students are suggested to develop their vocabulary mastery and to read more reading materials in order to improve their reading ability.

3) The researcher suggests to the next researcher to study the use background of the ability of the students, lack vocabulary and low reading habit in comprehending the report text.

REFERENCES


