

**A CORRELATION BETWEEN STUDENTS' VOCABULARY MASTERY AND THEIR  
READING HABITS TOWARD THEIR ABILITY TO COMPREHEND AN  
ANALYTICAL EXPOSITION TEXT AT SMAN 7 PADANG**

**Vina Desita<sup>1</sup> , Khairul <sup>2</sup> , Adzanil Prima Septy<sup>2</sup>**

<sup>1</sup> The Student of English Department, the Faculty of Teacher Training and Education Bung Hatta  
University

E-mail: [desita\\_vina@yahoo.co.id](mailto:desita_vina@yahoo.co.id)

<sup>2</sup>The Lecture of English Department, the Faculty of Teacher Training and Education Bung Hatta  
University

---

**ABSTRACT**

This research was aimed to find out a correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text of senior high school English lesson materials at SMAN 7 Padang. The hypothesis of this research was that if there was a significant correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text at SMAN 7 Padang. The number of population was 266 students. The researcher took two classes as sample by using stratified cluster random sampling technique. The researcher gathered the data by using vocabulary test to measure students' vocabulary mastery, questionnaire to measure students' reading habits and reading test to measure students' ability to comprehend text. To analyze the data the researcher used the Person Product Moment Formula and Double Correlation Formula. After analyzing the data, the researcher found that the value of coefficient of three variables was 0.95 and f-counted was 470.45 ( $\alpha$  0.05) and the degree of freedom (df) n-k-1 (57), value of f-table was 3.15 (see appendix 36). It means that f-counted (470.45) was bigger than f-table (3.15). Therefore, the relationship between three variables, vocabulary mastery, reading habits and ability to text comprehension was significant. It means that the alternative hypothesis stating "there is a significant correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text at SMAN 7 Padang" was accepted. Learning from the result, There was a significant correlation between students' vocabulary mastery and their reading habit toward their ability to comprehend an analytical exposition text of second grade students at SMAN 7 Padang.

**Key words:** *Correlation, Vocabulary Mastery, Reading Habit ,and Reading Comprehension*

---

**A. 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 mastered 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, Simpson in Rahayu (2014:2) states that reading is a way to get information from printed page and interpret information appropriately. Based on definition above, the researcher concludes that reading is the thinking process to get the information from what has been read.

Reading comprehension and vocabulary mastery have a strong relationship. According to Linse (2005:121), vocabulary is the collection of words that an individual knows. It means that students must have a lot of vocabularies to facilitated reading a text. Sedita (2005) states that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehending 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 play important in language because vocabulary is a main component of language. Not only vocabulary can improve students' ability in comprehending reading text but reading habit is also necessary to 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.

The second year students of senior high school in Indonesia learn some kinds of texts. The texts are report, narrative, analytical exposition, and spoof. Analytical exposition text is different from other texts. It is a text that open our mind to take part in social life. Goner (2009:1) states an analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines,

newspaper articles, academic speech or lectures, and research report.

In addition Leelu in Blogs (2010:1), exposition is a text that elaborates the writer's idea about the phenomenon surrounding. There are three elements of analytical exposition text. They are social function, generic structure, and language feature. Kurniawan in Harahap (2014:1) say that social function or the purpose of the analytical exposition is to argue and give reasons for particular point of view of an issue. The generic structure of the analytical exposition text consists of three parts; *thesis, argument, reiteration*. Language feature is grammatical aspect of analytical exposition text. It consists of emotive word that qualify statements, words that link arguments, the use of the present tense, and the use of compound and complex sentences.

Based on explanation above, the researcher wants to know whether there is a significant positive correlation between vocabulary and reading habits toward reading comprehension of analytical exposition text. The researcher is interested in conducting a study about it, entitled is "*A Correlation between Students' Vocabulary Mastery and Their reading Habits toward their Reading Ability to Comprehend an*

*Analytical Exposition Text of the Second Year Students at SMAN 7 Padang*".

There are several components of a language and one of them is vocabulary. Vocabulary is important in processing four skills in English. According Harmer (2001:16), there are some aspects that have to be discussed in vocabulary, namely; word meaning (synonym, antonym, connotation, and denotation), extending words (idioms, word combination, and collocation), and word class (noun, verb, adjective, and adverb). Habit is an easy way and need more both concentration and attention. According Djaali (2009:128), habitual actions do not require the attention and concentration of the individual minds in doing it and it is a good while people think about or pay attention to other things. According Gaona and Gonzales (2010:59), the indicators to determine the presence of reading habits are; the amount of reading, or number of books read in a given time and space (usually a year or semester), the amount of time in reading, or number hours spent reading for pleasure in a given unit of time (usually a week), and the frequency of library attendance and attitude toward reading. Analytical exposition text is used to persuade the readers or listeners by presenting arguments to analyze about something in the case. It is a text that needs

ideas by giving strong arguments. There are three elements of analytical exposition text: social function, generic structure and language feature (Harahap: 2014:3).

Due to the broad scope of problem of this study as discussed above, the researcher limited this study on correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend analytical exposition text of second year students at SMAN 7 Padang. Furtherly, vocabulary deals with synonym, antonym, and contextual, meaning reading habit covers; reading frequency, books read, time spent on English reading, motivation in the family environment, and comprehension deals with literal and interpretive level in comprehending of the content (thesis, argument, and reiteration) of analytical exposition text. In accordance with limitation of the problem, the problem of this researcher is formulated as follows: *“to what extent is there any correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang?”*

In this research, the researcher proposed two alternative hypothesis: (1) “there is a correlation between students'

vocabulary mastery and their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang”, and (2) “there is a correlation between students' reading habits and their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang”. Meanwhile, the statistic hypothesis of this research are (1) “there is no correlation between students' vocabulary mastery and their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang”, and (2) “there is no correlation between students' reading habits and their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang”.

In general the purpose of this research was to describe the correlation between students' vocabulary mastery and their reading habits toward their ability to comprehend an analytical exposition text of second year students at SMAN 7 Padang. It was aimed to describe whether the hypotheses were accepted or rejected. To be more specific, this study is to find out:

- Students' vocabulary mastery
- Students' reading habit
- Students' ability to comprehend an analytical exposition text

- To correlates if there is significant correlation between students' vocabulary mastery and their reading habit toward their ability to comprehend an analytical exposition text.

## **B. Research Method**

This research was correlational design. According to Creswell (2012:338), correlational design provides an opportunity to predict scores and explains the relationship among variables. The researcher used this design because she wanted to find out the degree of relationship between vocabulary mastery and reading habits towards reading comprehension of second grade students at SMAN 7 Padang.

The population of this research was the second grade students majoring in exact and social class at SMAN 7 Padang. The number of population members of this study was 266 and they were distributed into nine classes; XI MIA 1, XI MIA 2, XI MIA 3, XI MIA 4, XI MIA 5, XI MIA 6, XI MIA 7, XI IIS1, and XI IIS 2. Sample for this research was selected by using stratified cluster random sampling technique. To collect data of this research, researcher used three kinds of instrument. They were vocabulary test, questionnaire, and reading test. She used vocabulary test to find out the students'

vocabulary mastery, questionnaire to find out the students' reading habits, and reading test to find out the students' ability in comprehending analytical exposition text.

## **Intrumentations**

### **a. Vocabulary Test**

To know the students' vocabulary mastery, the researcher used a vocabulary test. Before the test was given to the sample of this research, to make sure the students understood the direction and had enough time to do the test or not, whether the test is reliable or not and also to do item analysis, the researcher firstly gave try out test to the students out sample. The test was constructed in the forms of multiple choice test. The students chose one of the correct answer from the multiple choices form (A, B, C, D). The test consisted of 42 items, they were 15 synonym, 15 items for antonym, and 12 items for meaning in context to tryout and 34 items, they were 11 items for synonym, 13 items for antonym, and 10 items for meaning in context to real test. The researcher gave 45 minutes for the students to do the test.

### **b. Questionnaire**

According to Arikunto (2013:195), questionnaire has two types of items: close

response items and open- response items. Many questionnaires contain both types, and they are usually seen as being complementary. Close- response items only require respondents to select their answers from a limited list or selection. In contrast, open- response items call for the respondents to answer in their own words. In this case, the researcher used the close-response items. The questionnaire included 12 statements; 6 positive and 6 negative statements (see Appendix 3). The time allocated was 15 minutes to do it. The researcher only asked the students to tick in every statement based on their own experience. The researcher used Likert scale to collect data on reading habit. Likert scale was used to measure the intensity of the study to measure of student reading in habit. This scale consists of five responses that respondents should answer. The responses were expressed on the level from often to never. Each response was given numeric value. Positive response rates 1-5 and negative response 5 – 1.

### **c. Reading Comprehension Test**

The third instrument was reading comprehension test. It was used to collect the data on students' ability to comprehend analytical exposition text. The form of

reading test that the researcher used was short answer test. The test consisted of two texts with 20 items; 12 items for argument, 4 items for thesis, and 4 items for reiteration.

To collect the data on the students' vocabulary mastery, 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 follow as 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 of collecting data of questionnaire. They were as follows:

- 1) The researcher distributed the questionnaire to the students.
- 2) The researcher collected the students' questionnaire sheet.
- 3) The researcher read the students' questionnaire sheet.

- 4) The researcher gave score for all items of questionnaire based on Likert scale.
- 5) The researcher counted the total score of each student.

To collect the data on students' ability in reading, the researcher used short answer test. The researcher gathered each the data on students' reading ability through 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 1 for correct answer, 0 for incorrect answer.
- 5) The researcher counted the total scores of each student.

To analyze data on students' vocabulary mastery, reading habit and reading ability, the researcher followed the steps below:

- 1) Finding total scores for each aspect (vocabulary test, questionnaire, and reading comprehension test).
- 2) Calculating of mean and standard deviation of each aspect (vocabulary test, questionnaire, and reading comprehension test) by using formula.

- 3) Classifying the students' ability in each aspect (vocabulary mastery, questionnaire and reading comprehension test) into high, moderate, and low by using the following formula

- 4) Calculating the percentage of students who got high, moderate, or low ability

To find out the coefficient correlation between students' vocabulary mastery and their reading ability, between students' reading habit and their reading ability, and between students' vocabulary mastery and their reading habit towards their reading ability, the researcher used the following techniques:

- 1) Finding the total scores for the vocabulary test, questionnaire, and reading ability test.
- 2) Finding the coefficient correlation between students' vocabulary mastery and their reading ability, and between students' reading habit and their ability.
- 3) Correlate the vocabulary mastery's score, and reading ability's score and correlating the reading habit's score and reading ability by using multiple

correlation formula by Sugiyono in Danuarta (2013:7).

$$r_{x_1x_2y} = \sqrt{\frac{(x_1y)^2 + (x_2y)^2 - 2(x_1y)(x_2y)(x_1x_2y)}{1 - (x_1x_2)^2}}$$

**C. FINDINGS AND DISCUSSIONS**  
**a. FINDINGS**

**Students' Vocabulary Mastery**

Data on students' vocabulary mastery were collected by using vocabulary test in the form of multiple choices test. Researcher gave 34 items for collect the data. The result of data analysis showed that Mean was 19.9, and Standard Deviation was 8.05.

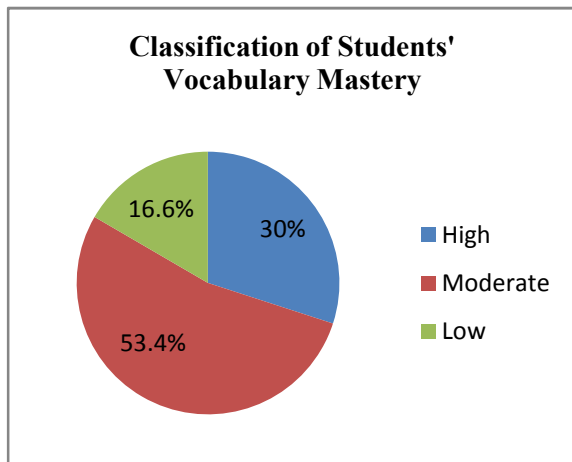
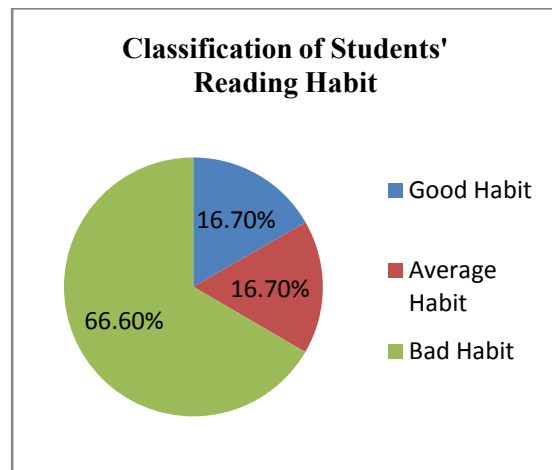


Figure shows that 18 students (30%) had high ability in vocabulary mastery, 32 students (53.4%) had moderate ability in vocabulary mastery and 10 students (16.6%) had low ability in vocabulary mastery. It means that the students' vocabulary mastery at SMAN 7 Padang was moderate. More

than half students had moderate ability, the highest score of questions that the students can answered the right was number 6 and 31. And the lowest one was number 1.

**Students' Reading Habit**

Data on students' reading habit were collected by using questionnaire of 12 items. Based on the result of data analyzing it was found the highest score was 31 and the lowest one was 6 and Mean was 3 and Standard Deviation was 7.6.



In this section, researcher found 10 students 16.7% from 60 students who had good reading habit, 10 students 16.7% from 60 students who had average habit and 40 students 66.6% from 60 students who had bad habit in reading.



## Students' Reading Comprehension

Data on students' reading comprehension were collected by using reading test that consist of 20 items. The highest score of students reading ability was 19 and the lowest score was 3. The result of data analyzes demonstrated Mean was 11.5 and Standard Deviation was 4.98.

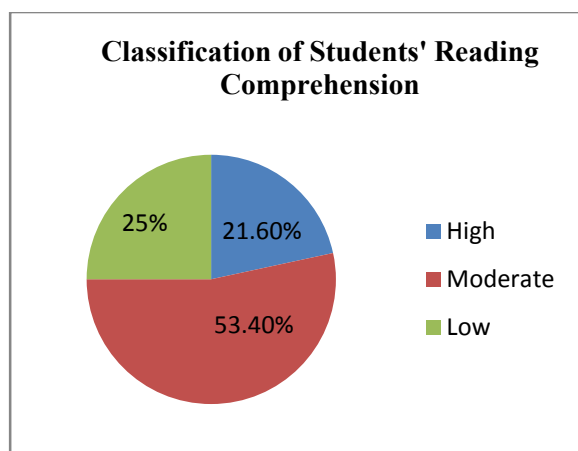


Figure shows that 13 students (21.6%) had high ability in comprehend text, 32 students (53.4%) had moderate ability in comprehend text and 15 students (25%) had low ability in comprehend text. It means that the students' reading comprehension at SMAN 7 Padang was moderate.

## Correlation between Students' Vocabulary Mastery and their Reading Habit toward their Ability in Comprehend and Analytical Exposition Text

Based on the result of analyzing data by using multiple correlation formula,

researcher found coefficient correlation between students' vocabulary mastery and their reading habits toward their ability in comprehend analytical exposition text was 0.97. It was a very high correlation.

## b. DISCUSSIONS

### Students' Vocabulary Mastery

Based on the result of the research in general, the students' vocabulary was moderate. There were 32 students (53.4%) from 60 students who got moderate knowledge on vocabulary especially in synonym, antonym, and contextual meaning. Like Sedita (2005:34) says, students' word knowledge is link strongly to academic success because students who have large vocabularies can understand new ideas and concept more quickly than students with limit vocabularies.

The students cannot do well in comprehension without large vocabulary, for the passages and questions involve a range of words much wider than daily conversation. In conclusion there are several importance of vocabulary; vocabulary can useful in understanding new idea quickly to academic success, vocabulary is a tool of communicating and understanding, a large vocabulary will make students master the proficiency of English language skills, and a

good possession of vocabulary can help students in listening, speaking, reading and writing.

### **Students' Reading Habit**

Reading habit is a habitual activity normally conducted by students in reading. There are some indicators of reading habit; attitude toward reading, reading frequency, books read, times spent on academic reading, time spent on non academic reading, motivation in the family environment, and motivation in the family environment. Based on data from questionnaire, the data analysis showed that more than half students had bad habit in reading. There were 40 students (66.6%) from 60 students who had bad reading habit.

There are five helpful strategies for improving reading habits; vocabulary development, ask parents to model reading for pleasure, students' selected books, shared reading, and no pressure reading practice. It can also be helpful to record practice time, and allow the student to review it later to see how he or she did. Keeping the recordings for review later in the year can provide an interesting look at all the progress a student makes, and can provide much needed encouragement.

### **Students' Reading Comprehension**

Based on the result of this research in general, the students' ability in reading was moderate. There were 32 students (53.4%) from 60 students who had moderate ability. It means that the students still confused to comprehend an analytical exposition text. They do not know how to improve their reading comprehension.

So, by reading strategies, learners will more motivated in their reading comprehension. There are four strategies in reading; skimming, scanning, extensive and intensive reading. The reading process is guided by an interaction between the text information and the reader's knowledge.

### **Correlation between Students' Vocabulary Mastery and their Reading Habit toward their Ability to Comprehend an Analytical Exposition Text.**

The findings also show that vocabulary is a predictor of comprehending narrative and expository texts. In addition Roehrig and Guo (2011), states that vocabulary knowledge is one of the major factors that influences reading comprehension. It is also supported by Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how good

the students are in comprehending the text. Based on the opinion above, it can be concluded that vocabulary mastery has relationship with ability in reading comprehension analytical exposition text or vocabulary master can improve ability in reading comprehension analytical exposition text. As already discussed previously, the finding of this study was that there was a positive significant correlation between students' vocabulary mastery and their ability to comprehend an analytical exposition text. Its index coefficient correlation was 0.96. Based on classification of correlation elaborated by Arikunto, the correlation of two variables (vocabulary mastery, and reading ability) could be classified as very high correlation, it can be interpreted that if the students' vocabulary mastery is good and students' reading ability is good to.

There was a positive significant correlation between students' reading habits and their ability to comprehend an analytical exposition text. Its index coefficient correlation was 0.93 and could be classified as very high correlation. It can be interpreted that if students' reading habits is good and students' reading ability is good too. Based on multiple correlation, the correlation between students' vocabulary mastery and

their ability to comprehend an analytical exposition text, and between students' reading habit and their ability to comprehend an analytical exposition text, the researcher calculated them and found the value of  $f$ -counted 470.45 and  $f$ -table 3.15. It means that  $f$ -counted was bigger than  $f$ -table. In other words, there was significant correlation between students' vocabulary mastery and their reading habits towards their ability to comprehend an analytical exposition text at second year students of SMAN 7 Padang.

#### **D. CONCLUSIONS AND SUGGESTIONS**

##### **a. CONCLUSIONS**

For some students, reading comprehension in the text especially analytical exposition text was difficult. They are difficult to got high score if they were asked to answer the comprehension question. This problem appeared because the students lack of vocabulary mastery and had bad habit reading. Based on finding as already discussed in the previous chapter, it can be concluded that:

1. The vocabulary mastery of second grade students of SMAN 7 Padang was moderate. It was proved by the fact 53.4% students had moderate knowledge.

2. More than half of second grade students of SMAN 7 Padang had bad habit in reading. It was proved by the fact that 66.6% students had bad reading habit
3. The ability of second grade students of SMAN 7 Padang in comprehending analytical exposition text was moderate. It was proved by the fact that 53.4% students had moderate ability.
4. a. There was a very high correlation between students' vocabulary mastery and their ability to comprehend an analytical exposition text at SMAN 7 Padang. It can be concluded that vocabulary mastery can influence ability to comprehend an analytical exposition text.  
  
b. There was a very high correlation between students' reading habit toward their ability to comprehend an analytical exposition text at SMAN 7 Padang. It can be concluded that students' reading habits influenced their ability to comprehend an analytical exposition text.  
  
c. There was a significant correlation between students' vocabulary mastery and their reading habit toward their ability to comprehend an analytical exposition text at SMAN 7 Padang. It can

be concluded that the vocabulary mastery and their reading habits can influence their ability to comprehend an analytical exposition text.

## **b. SUGGESTIONS**

Since the finding of this research showed that there was a significant correlation between students' vocabulary mastery and their reading habit towards their ability to comprehend a text, it is suggested to the teachers to elaborate students' vocabulary and reading habit in reading subject.

1. For English teacher, since the student's ability in reading was moderate, the teachers should give more exercise to read and ask the students to improve their ability about vocabulary.
2. The students are suggested to improve their vocabulary mastery and enhance their reading habit.
3. For researchers, it informs them about the correlation between students' vocabulary mastery and their reading habit towards their ability to comprehend a text.

## REFERENCES

- Akabuike, I. G and Asika, I.E. 2012. *Reading Habits of Undergraduates and their Academic Performance: Issues and Perspective*. An International Multidisciplinary Journal, Ethiopia vol 1-6 (2). Serial no 2. 25, April, 2012 (Pp. 246 – 257).
- Arikunto, S. 2013. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Bumi Aksara.
- Cresswell, W.C. 2012. *Educational Research Fourth Edition*. Boston: University of Nebraska Lincoln.
- Furqon, F. 2013. *Correlation between Students' Vocabulary Mastery and Their Reading Comprehension*. Journal of English and Education.
- Gaona, J.C.G and Gonzales, E. R. V. 2011. *Relationship between Reading Habits, University Library and Academic Performance in a Sample of Psychology Student*. Mexico: The University Michoacana de San Nicolás de Hidalgo.
- Harahap. S. Y. 2014. *The Correlation Between Students' Vocabulary Mastery and their Reading Ability in Writing Analytical Exposition Text of the Second Year Students at SMAN 1 Lubuk Alung*. Unpublished Thesis: Padang: Bung Hatta University.
- Hidayah, N. 2014. *The Correlation between Reading Habit in English and Reading Comprehension at Second Semester of IAIN Tulungagung Academic Year 2013/2014*. Addop tedby <http://www.booktrust.org.uk/user/library/documents/main/1576-booktrust-reading-habits-report-final.pdf> 2013. (accessed on march 12, 2015. At 7pm).
- Rahayu, A.S. 2014. *A Correlation Study Between Emotional Intelligence Of The Second Year Students of SMAN 1 Padang Ganting Tanah Datar and their Reading Comprehension Ability Of News Item Text*. Unpublished Thesis. Padang: Bung Hatta University.
- Sedita, J. 2005. *Effective Vocabulary Instruction*. In Insight on

