

THE CORRELATION BETWEEN THE SECOND YEAR STUDENTS' HABIT IN READING ENGLISH BOOKS AND THEIR VOCABULARY MASTERY AT SMPN 25 PADANG

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Abstract

This study was aimed to find out whether there is correlation between students' habit in reading English books and their vocabulary mastery at SMPN 25 Padang. This study used a correlation as design and had two variables, namely: habit and vocabulary mastery. The member of population members was 216 students at SMPN 25 Padang. The number of samples selected were 41 students. The instrument used to collect data were questionnaire and vocabulary test. The reliability index of questionnaire was 0.63. The reliability index of vocabulary test was 0.91. The result of the data analysis revealed that the value of r -calculated in this research was (0.72). While the value of r -table with the level significant 95% (α . 05) and the degree of freedom (df) $n-2(29)$ was (0.31). It means the r -calculated was higher than r -table (0.31). Therefore, the correlation between students' habit in reading English book and their vocabulary mastery was significant. Then, the alternative hypothesis said that "there is significant correlation between students' habit in reading English book and their vocabulary mastery at SMPN 25 Padang" was accepted. The index of coefficient of determination of this study was 0.51. It means that the reading habit contributes 51% to the students' vocabulary mastery, while, 49% is determined by other extraneous variables. Learning from the result, it can be concluded that the correlation between students' habit in Reading English book and their vocabulary mastery of the second year students at SMPN 25 Padang was significant. The teachers are suggested to encourage students to read more through out classroom tasks in order that the students' habit of reading English book increase. The students can improve their vocabulary mastery by reading more English books. Futhermore, next researchers are suggested to study other variables which related to the students' vocabulary mastery

Key words: Correlation, Habit, Vocabulary Mastery.

Introduction

English is the key to the international communication and also for technology and commerce in era of globalization. The role of English as the international communication as a tool to connect people outside Whereas for

technology, as we know the technology in general has been using English language, so to uderstand technology in globalization era we need to learn English. Beside that, English also has important role for commerce such us business, an

increasingly globalized business world, the more local companies including Indonesian company has entered into the world market and the use of English as the main communication tool, and the more international companies enter the local market, the use of English became the language of "business" Therefore, many people learn English for many purposes, such as for economic purpose, being English teacher, tourism etc.

In learning English the students should master four language skills, they are listening, speaking, reading and writing. These basic language skills are also related one to others. Besides such skills, the students also should master the English components; grammar, pronunciation and vocabulary. Vocabulary plays a very important role in acquiring and possessing the four language skills. The students will not be able to express their feelings, idea, or thoughts orally, if they do not have sufficient strong of words in their mind. They will not be able to write sentence, paragraph or any essay, the students will not understand the meaning and comprehend any kinds of text being read

Vocabulary is a fundamental aspect of a language. Without words we can not create a language. In order to communicate well in a foreign language, students should have sufficient number of words and

should know how to use them accurately. Azar (2012) states that vocabulary is the total number of words in a language. In a nutshell, to be well in English language students have to master its vocabulary.

Reading book is one of the ways to improve our vocabulary. According to Smaragdi and Jonsson (2006), reading can improve our thinking by giving us new concepts and new ideas and is also supposed to enhance the communication potential, by developing our language and vocabulary.

From the experts' opinions above, the researcher concludes that by reading book we will get a new knowledge or new ideas and develop our vocabulary. If we read books in our daily life it will be our habitual. Habit is usual behaviour (Hornby,1987). It means that our behaviour will be habitual. In the other words, what we do in everyday will be a habitual. If we always read a book in everyday or in our leisure time it will be a habitual. By having habitual of reading book it will improve our knowledge of vocabulary. Wilson et al.(1986) states more book reading will contributed to growth in knowledge of vocabulary.

Based on the phenomena as already discussed, the researcher was interested in conducting a research to identify the extent of the correlation between the second year students' habit in reading English book

and their vocabulary mastery at SMPN 25 Padang

One of language components is vocabulary. Vocabulary is important in processing four language skills in English: listening, speaking, reading and writing. We will not be able to write an essay or paragraph without mastering vocabulary. We will not be able to express our ideas, if we have limited vocabulary. In a word, students who have limited of vocabulary will get difficulties in learning English language.

To improve our vocabulary is a very important in possessing the four language skill. Reading English book is one of the ways that we can do. Anderson & Nagy (in Bintz, 2011) states, Reading is the single most important factor in increasing word knowledge . In other words, students develop extensive vocabularies not by completing worksheets, memorizing word lists, or using a dictionary or glossary to define unknown words but by the act of reading (Weir, 1991). Nist and Olejnik (1995) investigate the impact of dictionary use on vocabulary growth and found that definitions in the dictionary were not very helpful to students and that they did not use them very productively. Robbins and Ehri (1994) contend that

vocabulary growth is the result of the extensive amount of reading.

The amount of time students spend reading, especially free choice reading is growth and development of vocabulary. In particular, time spent on repeated readings of a story produces significant gains in vocabulary growth and development (Senechal, 1997). Similarly, spending time on storybook readings and interactive talk contributes significantly to gains in vocabulary as does working with words, thinking about them, and seeing them in a meaningful and relevant context. What is needed to produce vocabulary growth is not more vocabulary instruction but more .

The reading habit refers to the amount of the different kinds of reading materials read by individual, the frequency of reding and the average spent on time reading materials (Abeyrathna, 2004)

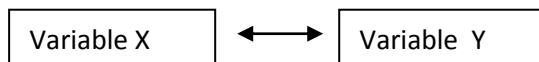
The researcher limited her study to the correlation between the second year students' habit in reading English books and their vocabulary mastery at SMPN 25 Padang

Based on the background on the problem, the researcher formulated the hypothesis as follows ‘’ There is a significant correlation between the second year students' habit in reading

English books and their vocabulary mastery of the second year students at SMPN 25 Padang”

Research Method

This research was aimed to find out the correlation between habit in reading English book and vocabulary mastery. That is why in this research the researcher used correlation method. According to Gay (1987:229), correlation research involves collecting data in order to determine whether, and to what degree a relationship exist between two or more quantifiable variables. The variables were the students’ habit in reading English book and their vocabulary mastery . The purpose of this method was to establish the relationship or use existing relationship to make predictions. The design of the research is shown in the following diagram:



Where :

1. Variable X is the students’ habit in reading English book ; variable Y is the students’ vocabulary mastery
2. The symbol ‘ \longleftrightarrow ’ shows the correlation between student’s habit in reading English book and their vocabulary mastery

Population is the group of interest to the researcher, the group to

which she or he would like the result of the study to be generalized (Gay 1987 : 102). The population of this research was the second year students of SMPN 25 Padang. The total number of population members was 216 students and they were distributed into eight classes as shown in Table 3.1 below:

Table 3.1 The Distribution of Population Members

No	Classes	Number of Population Members
1	VIII1	29
2	VIII2	24
3	VIII3	31
4	VIII4	27
5	VIII5	29
6	VIII6	28
7	VIII7	24
8	VIII8	24
	Total	216

As shown in Table above 3.1 the members of population was quite large. Therefore, in conducting this study the researcher used sample. Sample is the member of individuals that represents the total number of population. According to Gay (1987 : 101), sampling is the process of selecting a number of individuals for study in such a way that individual represent the larger group from which they are selected. Gay (1987: 103) adds that good sample is representative of the

population from which it is selected. Furthermore, she states that the minimum number of sample for correlation study is 30 subjects

There are many sampling techniques that can be used in taking sample, and in this study the researcher used cluster random sampling. Random sampling was used because the members of population has been grouped. Each group had the same teacher, use the same syllabus, and teaching materials. It means that the characteristics of population members in each group is homogeneous

The researcher chooses two classes as a class sample in this research randomly. To do it, she used eight small papers on which she wrote the name of each class VIII¹, VIII², VIII³, VIII⁴, VIII⁵, VIII⁶, VIII⁷, VIII⁸ and then put them into a box. After mixing from the box, the researcher took two papers from the box. The selected class as class sample class VIII¹ and VIII⁴, all member of class sample become the sample of this study. The researcher did the similar way to a class. The class selected for try out was VIII²

To collect the data of this research, the researcher used questionnaire and vocabulary test. Each is discussed in detail underneath:

a. Questionnaire

The instrument used to collect data on students' habit in reading English books was questionnaire. According to Arikunto (2012: 42), questionnaire is a list of statements which requires the students to give respond that is appropriate to them. The questionnaire consisted of 20 items included several indicators of students' reading habit. They are attitude towards reading, reading frequency, books read, time spent on academic reading, time spent on non- academic reading, motivation in the family environment, motivation in the academic environment. The respondents did the questionnaire in 10 minutes. The specification of questionnaire is show in Table 3.2

Table 3.2
The Specifications of Questionnaire

No	Indicators of reading habit	Number of specifications of questionnaire	Questions
1	Attitude toward reading	1	1
2	Reading frequency	3	2,3,4
3	Books read	4	5, 6, 7, 8
4	Time spent on academic reading	1	9
5	Time spent on non-	1	10

	academic reading		
6	Motivation in the family environment	5	11, 12, 13, 14, 15
7	Motivation in the academic environment	5	16, 17, 18, 19, 20
Total		20	20

Response to the questionnaire was scored by using Likert scale. Gay and Mills cited in Osman (2010) states that Likert scale is the five point scale in which the interval between each point is assumed equal. Each statement of the questionnaire is followed by five possible answers: 1) always, 2) often, 3) sometimes, 4) rarely, 5) never

Table 3.3
Score Value for Positive Statements

No	Responses	Score
1	Always	5
2	Often	4
3	Sometimes	3
4	Hardly ever	2
5	Never	1

Table 3.4
Score Value for negative Statements

No	Responses	Score
1	Always	1
2	Often	2
3	Sometimes	3
4	Hardly ever	4
5	Never	5

A good instrument should be valid and reliable. Validity comes from the way the instrument is employed. In this case, in order to have a valid questionnaire, the researcher follows several steps mentioned in Tuckman cited in Osman (2010, p.21) as follows:

- (1) Questionnaire deals with the significant topic
- (2) Questionnaire is attractive in appearance, neatly arranged, and clearly duplicated or printed
- (3) Directions are clear and complete
- (4) The questions are objective, with no leading suggestion as to response desired
- (5) Questions or statements are presented in good physical order

(6) It is easy to tabulate and interpret

To know the reliability of the questionnaire the researcher used Internal Alpha formula. Arikunto (2012: 122) states that Alpha formula is used to find out the reliability of instrumentation that has score 1 until 5

$$r_{ii} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma b^2}{\sigma^2 t} \right)$$

where:

r_{ii} : Reliability Of Instrumentation

n : Total Number of Question or Statement

$\sum \sigma b^2$: Calculation of Varians Score for Each Item

$\sigma^2 t$: The Total of Varian

Finally, the researcher uses the degree of coefficient correlation based on Arikunto's idea (2012: 89)

0.81 -1.00 = very reliable

0.61-0.80 = reliability

0.41-0.60= moderate reliability

0.21-0.40 = low reliability

0.00-0.20 = very low reliability

The instrument can be said reliable when having reliability coefficients at least 0.61 (Arikunto, 2012). Based on the result of the data analysis, it was found that the reliability index of the questionnaire was 0.63 (see Appendix 2). It means that questionnaire was reliable.

To collect data on students' vocabulary mastery, the researcher used vocabulary test in this study, and it was constructed in the form of multiple choice test. The students would choose one of the correct answer from multiple choices given (A, B, C and D). The test consisted of 34 items; 12 items for synonym, 12 items for antonym, and 10 items for meaning in context. This test would be tried out to student out of sample. The specification of the test can be seen in Table 3.6 as below

Table 3.5
Specification of Vocabulary test for Try Out

No	Vocabulary	The Total Number of Items	Item Number
1.	Synonym	12	1,2,3, 4,5,6, 7,8,9, 10,11, 12,
2.	Antonym	12	13,14, 15,16, 17,18, 19,20, 21,22, 23,24,
3	Meaning in context	10	25,26, 27,28, 29,30, 31,32, 33,34
Total		34 items	

The characteristics of good test are valid and reliable. A test is valid if it measures what it is supposed to measure (Gay 1987 :128). To validate the test, the

researcher used content validity. It means that the test is valid if it fixes with materials that have been given to the students. Therefore this test was constructed based on the curriculum and syllabus used at SMPN 25 Padang

To know the reliability of the test, the researcher used split-half method. It is a kind of method which divides the items of the test into odd and even group. The researcher analyzed the correlation coefficient between the odd and even test items by using Pearson Product Moment Formula (Arikunto 2012 : 87)

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

where:

r_{xy} = the correlation coefficient of two variables of the test (even and odds items)

n = the number of students who followed the test

x = the even item scores

y = the odd item item scores

$\sum xy$ = the total scores of cross product xy

$\sum x$ = the sum of x

$\sum y$ = the sum of y

$\sum x^2$ = the square of x

$\sum y^2$ = the square of y

After that, the result of the calculation above was analyzed by using spearman-brown formula (Arikunto, 2012 : 107) to know reliability coefficient of the whole test:

$$r_{ii} = \frac{2r_{xy}}{(1+r_{xy})}$$

where :

r_{ii} : The reliability coefficient for total test

r_{xy} : The coefficient correlation between odd and even items

The degre of coeficient correlation of test is categorized as follows (Arikunto ,2012) :

Table.3.6

The Coefficient Interval of correlation

Coefficient interval	Reliability
0.00-0.20	Considered as no reliable
0.21-0.40	Low reliable
0.41- 0.60	Medium
0.61-0.80	Reliable
0.81 -100	Very reliable

The instrument can be said reliable when having reliability coefficient at least 0.61 (Arikunto 2012: 89). Based on the result of data analysis, it was found that the reliability index of the test was 0.91. It means the test was very reliable.

To have a good test , the researcher analyzed the item discrimination and item difficulty of the test.

The item discrimination is test measurement which separates the student into high and low group. Because the sample of this research was small (less than 100 students), the researcher arranged the students score from the highest score into the lowest score, and divided them into two groups : high and low group

(Arikunto, 2012:). The researcher used following formula to define item discrimination of the test (Arikunto, 2012 :223)

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where :

D = item discrimination

JA = sum of the students into the high group

JB = sum of the students into the low group

BA = sum of the students into the high group who answer correctly

BB = sum of the students in the low group who answer correctly

Arikunto (2012: 232) suggests the following classification of the item discrimination:

D =0.00 -0.20 = poor

D= 0.21 -0.40 = satisfactory

D= 0.41-0.70 = good

D=0.71- 1.00 = excellent

Arikunto (2012 : 232) states that a good items test is an item that has discrimination index 0.40-0.70, but the discriminations index 0.20- 0.40 can be accepted. The researcher used the the items that have (0.21-1.00) as test items which were included in to the instruments . Based on the data analysis there were 2 excellent items (27, 33), and there were 8 good items (1, 11, 12, 15, 18, 19, 30, 32), there were 9 satisfactory items (5, 6, 7, 14,

20, 21, 25, 31, 34), and there were 15 poor items (2, 3, 4, 8, 9, 10, 13, 16, 17, 22, 23, 24, 26, 28, 29)

Table 3. 7

The Specification of The Item Discrimination

No	Specificati on of items discrimina tion	The Total Number of Items	Numb er of items
1	Excellent	2	27, 33
2	Good	8	1, 11, 12, 15, 18, 19, 30, 32
3	satisfactory	9	5, 6, 7, 14, 20, 21, 25, 31, 34
4	Poor	15	2, 3, 4, 8, 9, 10, 13, 16, 17, 22, 23, 24, 26, 28, 29
Total		34	

Analyzing item difficulty was conducted in order to know whether the test items are too easy or difficult. The researcher used the following formula by Arikunto (2012:223)

$$P = \frac{B}{JS}$$

Where :

P= item difficulties (difficulty index)

B=the sum of the students who answer correctly

JS= the sum of the students who follow the test

The item difficulties ranges between .00 - 1.00 and it is symbolized as “P” that refers to “Proportion” in the evaluation term. Then, the researcher classified the item difficulty into three categories suggested by Arikunto (2012:225) as :

P = 0.00 -0.30 = difficult

P= 0.31-0.70 = moderate

P =0.71 -1.00 = easy

According to Arikunto (2012:225), appropriate test items generally have item difficulty in the range between 0.31-0.70 .Based on this statements, the researcher took the test items which had range item difficult index between 0.31 –0 .70 . Based on the result of the data analysis, it was found 6 items were difficulty (8, 10, 17, 20, 22, 34), 13 items were moderate (2, 16, 18, 19, 23, 27, 28, 29, 30, 31, 32, 33), and 15 items were easy (1, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 21, 24, 25, 26)

Based on the result of both items analysis , the researcher accepted 19 items (1, 5, 6, 7, 11, 12, 14, 15, 18, 19, 20, 21, 25, 27, , 30, 31, 32, 33, 34,),revised 4 items (3, 4, 23, 24) and discarded 11 items (2, 8, 9, 10, 13, 16, 17, 22, 26, 28, 29)

Table 3.8 Specification of Vocabulary Test for Real Test

NO	Vocabulary	The Total Number of Items	Item Number
1.	Synonim	8	1,2,,4,5,6,7,11,12,
2.	Antonym	8	13,14,15,16,19,20,21,24,
3	Meaning in context	7	25,27,30,31,32,33,34
Total		23 items	

There are two types of data of this research. First is data on students’ habit in reading English book and the second is data on students’ vocabulary mastery. The techniques of gathering data is explain as follows:

a. Data from questionnaire

For collecting data from questionnaire, the researcher distributed the questionnaire to the sample. After that the researcher asked them to give response to the questionarie and collect it. There are several steps collecting the data:

- (1) The researcher verified the respondents’ response
- (2) The researcher gave score based on the certain criteria as already discussed previously

Point	scale point
Always	5

Often	4
Sometimes	3
Seldom	2
Never	1

(3) The researcher counted the total score of each students

To collect the data on students' vocabulary mastery, the researcher used a vocabulary test. To do this, the researcher follows some steps as follows:

1. The researcher explained test direction
2. The researcher distributed the test to the students
3. The researcher collected the students' answer sheets
4. The researcher checked the students' answer sheet one by one
5. The researcher gave the score 1 for the correct answer and 0 for the wrong answer
6. The researcher counted the total score of each students.

The correlation statistical analysis is used to study the correlation between students' habit in reading English book and their vocabulary mastery. The researcher used pearson coefficient correlation to find out the correlation between students' habit in reading english book and their vocabulary mastery. To analyze the

data, the researcher do the following steps:

1. The researcher counted the total score of students' questionnaire on habit and vocabulary test
2. The researcher found out the correlation between students' habit in reading English book and their vocabulary mastery by using Pearson-Product Moment Formula (Arikunto, 2012:87) as follows:

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

where :

r_{xy} = The coefficient of correlation between two variables of the test

X = The total score of students' questionnaire of reading habit

Y = The average of students' vocabulary score

n = The number of students

$\sum xy$ = The total scores of cross product xy

$\sum x$ = The sum of score on questionnaire

$\sum y$ = The sum of score on vocabulary

$\sum x^2$ = The square of score on Questionnaire

Σy^2 = The square of score on
vocabulary

The researcher used the classification of coefficient correlation by Arikunto (2012:89) as follows:

- 0.81 -1.00 = perfect correlation
- 0.61-0.80 = high correlation
- 0.41-0.60= moderate correlation
- 0.21-0.40 = low correlation
- 0.00-0.20 = very low correlation

Testing Hypothesis

As stated previously, the hypothesis of this research is that there is a significant correlation between the students' habit in reading English book and their vocabulary achievement at SMPN 25 Padang. To test the hypothesis, a statistical analysis is used. The null hypothesis (H_0): "there is no correlation between the students's habit in reading english book and their vocabulary mastery of the second year students at SMPN 25 Padang", will be accepted if the value of $r_{\text{calculated}}$ is the same as zero. Otherwise, the alternative hypothesis (H_a): there is a significant correlation between the students's habit in reading english book and their vocabulary mastery of the second year students at SMPN 25 Padang", is accepted if the value of $r_{\text{calculated}}$ is not the same as zero.

Then, to make sure whether there is a significant correlation or not the

researcher tried to compare $r_{\text{calculated}}$ and r_{table} . The researcher compared the value of $r_{\text{calculated}}$ with the value of r_{table} on the level of significance 95% ($\alpha.05$) and degree of freedom (df) $n-2$ (29). If $r_{\text{calculated}}$ is bigger than r_{table} , the correlation is significant

Interpreting the Result of Study

The interpreting the result of this study had addressed the correlation between students' habit in reading english book and their vocabulary mastery and explain about contribution of the correlation between students' habit in reading english book and their vocabulary mastery toward this study

Findings

Based on the result of data analysis, it was found that the lowest score for vocabulary tests was 7 and the highest score was 23. For questionnaire the highest score was 78 and the lowest score was 33. It was also found that the coefficient correlation between students' habit in reading english book and their vocabulary mastery was 0.72. The value of r_{table} at significant level α 0.05 and degree of freedom $n-2$ was (0.31). It means that $r_{\text{calculated}}$ (0.72) was higher than r_{table} (0.31). Therefore, the coefficient correlation of two variables; habit in reading English book and vocabulary was significant

Discussions

To find out the correlation between students' habit in reading English book and their vocabulary mastery at SMPN 25 Padang, the researcher used Pearson Product Moment formula. From the data analysis, it was found the value of r – calculated between questionnaire of habit in reading English book and vocabulary was 0.72. In relation to the classification of correlation elaborated by Arikunto (2012:89), the correlation of two variables (habit in reading English book and vocabulary) could be classified as high correlation . To test the hypothesis whether there was significant correlation between habit in reading English book and vocabulary mastery, the researcher compared the value of r -calculated with the value of r -table with significant level $\alpha.05$ and degree of freedom $n-2$. It was found that the value of $r_{\text{calculated}}$ (0.72) was bigger than the value of r -table (0.31).

Based on the result of testing hypothesis, H_0 was rejected and H_a was accepted. It means that vocabulary mastery closely related with reading habit. In other words, it can be interpreted that an increase grade in reading habit is associated with an increase grade in vocabulary mastery.

Conclusions

Based on findings of this study as already discussed in the previous chapter, it can be concluded that, there was a significant correlation between students' habit in reading English book and their vocabulary mastery at SMPN 25 Padang. It was proved by the value r -calculated that was bigger than r -table ($0.72 > 0.31$). The correlation between students' habit in reading English book and their vocabulary master at SMPN 25 Padang was moderate correlation.

Suggestions

Based on the conclusions above, the researcher proposed suggestions as follows. The teachers are suggested to encourage students to read more through out classroom tasks in order that the students' habit of reading English book increase. For the students, they should improve their vocabulary mastery by reading more English books whether reading for getting knowledge or for self-enjoyment (comic, novel,etc). Futhermore, next researchers are suggested to study other variables which related to the students' vocabulary mastery

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