Relationship Between Students' Reading Habit and Their Vocabulary Knowledge

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Abstract

This research aims to find empirical evidence whether there is any relationship between the students' reading habit and their vocabulary knowledge at the seventh grade students of SMPN 174 Jakarta in 2019/2020 academic year or not. This study use Quantitative method with research design *Correlation*. The sample used is *Random Sampling.* On the validity test of the questionnaire, there are 25 questions with 18 questions are valid. On the validity test of vocabulary test, there are 50 questions with 24 questions are valid. For reliability test of questionnaire use K.21 formula, the result of the reliability test of questionnaire is r_h = 0.800 > r_t = 0.324 so it can be concluded that the questionnaire is reliable. The result of the reliability test of vocabulary test is r_h = 0.805 > r_t = 0.324 so it can be concluded that the vocabulary test is reliable. In the hypothesis test, t-test was obtained t_h -0.345 with t_t 1.70 at P 0.95 and dk (n-2) = 33 so, H_0 is accepted. Because H_0 is accepted, H_i is rejected so, there is no significant relationship between two variables.

Keywords :
vocabulary
vocabulary knowledge
reading habit

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Introduction

Today, learning English language is important. In learning English language, especially learning English the students must be accustomed to English words. Not only the words, but the students also must know the meaning, the pronunciation and the class of the words. So, learning vocabulary can help the students to memorize the words and understand the words' meaning.

There are two things from learning vocabulary, those are Vocabulary Mastery and Vocabulary Knowledge. Richards and Renandya (2002) stated that vocabulary is basic component of language skill that provides basis for speaking, writing, listening and reading. Hornby said that Mastery is a high understanding of a particular thing. Quoting Zuchdi, Siti Annisa Lubis & Julaga Situmorang (2018) stated that vocabulary mastery is the ability of person to know, and understand the core part of the language in every language skill.

Definition from Lehr, Osborn, and Hiebert which is quoted by Fitri Nurhadiah (2020), vocabulary knowledge is the students' ability at not only knowing the words but also comprehend the text. Alexander et al define that vocabulary knowledge is ability to know words well, not only the definitions but also the relationship to other words, the connotations in different context, and its transformation into other morphological. Quoting Taghizadeh & Khalili (2019), stated that the amount of student's vocabulary knowledge is used to indicate the quantity of person's knowledge about a word. So, the writer concludes that the difference of vocabulary mastery and vocabulary knowledge is vocabulary knowledge more deep than mastery, because if we want mastering the vocabulary we should have enough vocabulary knowledge. Learning vocabulary is an important thing when the language learners want to learn every language skills. First, when they want to learn reading skill, of course they should know and understand the meaning of many vocabularies to improve their understanding of their reading. Second, learning vocabulary is also needed in learning speaking skill. They must know many vocabularies to express their thoughts and ideas, their feelings or everything that they want to share with other people. After that, if they want to learn listening skill, they should be able to recognize the words or vocabularies which they listen. And the most important role of vocabulary is when they want to learn writing skill. Because in writing skill the will be asked to make any kinds of literature which need many vocabularies and understanding of its meaning. In summary, vocabulary is being an important role in every language skill, so everyone who wants to learn about these language skills should know and understand vocabularies.

Reading is one of language skill that students should have, but in this research the writer wants to discuss reading as an activity that becomes a habit. Reading is one of the activities that can make students have critical thinking. Emily Frazier stated that habit is an activity of more-or-less which repeated automatically. Quoting Bashir and Mattoo (2012), Suhana & Haryudin (2017) stated that good reading habit is a strong weapon for the students in learning. According to Palani (2012) reading habits is an essential thing to develop an educational environment. Students need to improve their reading habit by reading in their spare time, especially reading English reading materials. Definition that cited by Taghizadeh & Khalili (2019), according to Mehrpour et al if the students know many words, and have deep word knowledge, they can comprehend the text better.

Generally, a negative factor in reading habit the students are lazy to read an English book or sometimes they also lazy to read the book in their first language. Because they do not want to read more, so they do not have any vocabulary knowledge. According to the observation that held on 12th August 2019 until 17th October, 2019 in 174 Junior High School Jakarta, the writer found some problems, especially in English lesson which reasonable to the research. The writer wants to know the relationship between the students' reading habit and their vocabulary knowledge at the seventh grade students of 174 Junior High School Jakarta in 2019/2020 academic year.

Based on the observation on 174 Junior High School Jakarta, the writer found a negative factor in reading habit

the students are lazy to read an English book or sometimes they also lazy to read book in their first language, when the writer asked them to read their English book they usually complain and asked the writer to just start the lesson without reading. When the literacy activity, they read the novel that they brought although some students did not enjoy the literacy activity and keep talking with their friends. They do not want to read the book, that is why the writer wants to know more the reason why they do not interesting in reading and how deep their reading habit, also their vocabulary knowledge.

Method

In this research, the writer uses Quantitative Research. In finding the data relating to the variable of the research, it is important to decide where the research is done. In this case study, the writer conducted the research at 174 Junior High School Jakarta which is located on H.Baping Street, Ciracas, East Jakarta. Bacon-Shone said that population is the possibility respondents of interest. The Population on this research is 250 students that is shown in the table as follows : Bacon-Shone defined that sample is the chosen respondents for research. The sample of this research is class 7D which are 35 students. The research instrument is a tool for collecting data. The instruments which is used in this research is Questionnaire and Test. Questionnaire is for collecting data about students' reading habit. Test is for collecting data about their vocabulary knowledge. The test and questionnaire are given to all sample.

Questionnaire

Quoting Oppenheim (1992:100), said that word 'questionnaire' is a set of questions, might be opened questions which developed by scales or test. Scoring of questionnaire for reading habit:

Positive Statement	Options	Score	Negative Statement	Options	Score
Strongly agree/always	A	4	Strongly agree/always	A	1
Agree/often	B	3	Agree/often	B	2
Disagree/seldom	C	2	Disagree/seldom	C	3
Strongly disagree/never	D	1	Strongly disagree/never	D	4

Based on Gaona (2011:59-60), there are six aspects in obtaining an effective reading habit, there are : Reading frequency, books read, time spent on academic and non-academic reading, motivation in academic and family environment.
- a. Reading frequency, how often the students read in their leisure.
- b. Books read, how many books which students read in last three months.
- c. Time spent on academic reading, how often the students read the textbooks of some subjects.
- d. Time spent on non-academic reading, how often the students read the non- academic books such as magazine, novel, romance, fiction, horror and etc.
- e. Motivation in the academic environment, the frequency of students' reading literature in their academic environment.
- f. Motivation in the family environment, the students' interest on book which purchased by the family based on their interest.

Vocabulary Test

According to Heaton a test of vocabulary measure students' vocabulary knowledge in understanding certain words or word group. There are five types of vocabulary test, those are; 1) Multiple choice items, 2) Sets items, 3) Matchig words, 4) More objective items, 5) Completion items. To measure the students' vocabulary knowledge, the writer uses a set of vocabulary test. The vocabulary test contains several parts, which is multiple choices, fill in the blank, matching the synonyms and antonyms.

Technique of Data Analysis

To measure the students' reading habit, the writer uses questionnaire and to find the result, the writer uses the individual competence (Arikunto 2006: 225) the formula is :
P = n x 100% N

In which :
P: The percentage of the students' reading habit n: The achieved score
N: The maximum score in the test
Then to know the percentage of students' reading habit, Arikunto (2006: 230) suggested these five categories.

Results

The Result of Questionnaire and Vocabulary Test
The maximum score of questionnaire is 100 and this is the final result of students' questionnaire score which categorized using this scoring of questionnaire for reading habit and the maximum score of vocabulary test is 100 and this is the final result of students' vocabulary test score which count by multiplying the total of right answers by two.

Respondent	The Score	The total of the right Answer	The Final Score
R-001	47	46	92
R-002	60	49	98
R-003	64	44	88
R-004	87	40	80
R-005	61	50	100
R-006	66	45	90
R-007	73	43	86
R-008	72	34	68
R-009	59	47	94
R-010	63	43	86
R-011	46	42	84
R-012	60	42	84
R-013	69	49	98
R-014	67	47	94
R-015	59	39	78
R-016	52	46	92
R-017	57	27	54
R-018	72	44	88
R-019	62	43	86
R-020	63	33	66
R-021	58	48	96
R-022	53	46	92
R-023	63	44	88
R-024	77	40	80
R-025	70	43	86
R-026	65	39	78

R-027	67	45	90
R-028	55	40	80
R-029	65	45	90
R-030	56	38	76
R-031	69	41	82
R-032	57	43	86
R-033	71	41	82
R-034	57	34	68
R-035	61	41	82

Correlation Analysis

Correlations		Reading Habit	Vocabulary Mastery
Reading Habit	Pearson Correlation	1	-.063
	Sig. (2-tailed)		.719
	N	35	35
Vocabulary Mastery	Pearson Correlation	-.063	1
	Sig. (2-tailed)	.719	
	N	35	35

Discussion

The vocabulary knowledge is not affected by only reading habit. But reading habit is good for students and learning activity. Because by developing their reading habit they can know everything in this world, they can upgrade their knowledge. Even reading habit can not always increase the vocabulary knowledge, but there are many advantages by having a good reading habit. Family and friends also can help students to improve their vocabulary knowledge and reading habit. One thing that should know, if the students get bad score it does not mean they do not have reading interest. On the other hand, if the students get the best score it does not mean they have a good reading habit, all students just need to be taught well and improve their skill by themselves with teachers' help.

According to in Nunan (1999:103) the teaching vocabulary has assumed rightful place as fundamentally important aspect of language development. It means that vocabulary has big contribution in developing language teaching. To increase the vocabulary knowledge, reading habit is not only one way to do it. It will be useless if they only have a good reading habit but not try to find the meaning, not use the word frequently, and not memorize the word. Increasing vocabulary knowledge can be done by listening song, or watching video but do not forget to always memorize the word and use it frequently.

There are two kinds of people in learning a language. First, the people who learn a language only to know it without practising to use it, and the second is people who learn a language to communicate. It will be better if we learn a language from every part, such as grammar, spelling, pronunciation, etc. To support our learning, we should use it to communicate even though sometimes we still make some mistakes. Knowing a lot of vocabularies can help us to improve our language skill, especially in communicating.

Quoting Bashir and Mattoo (2012),stated that good reading habit is a strong weapon for the students in learning. So, reading Habit is a good and important habit to have by everyone, but learning vocabulary is not only by reading. It is expected that the future researcher can develop this study with consideration of different way in learning vocabulary, such as listening music, playing video game, or watching learning videos on YouTube.

Reading is important because it develops your mind and gives you excessive knowledge and lessons of life. It helps you understand the world around you better. It keeps your mind active and enhances your creative ability. Communication skills: reading improves your vocabulary and develops your communication skills.

Conclusion

As stated in the previous chapter that students' reading habit does not influence their vocabulary knowledge. Based on the study and the data here are some conclusions : 57% students have good reading habit, 3% students have very good reading habit, and 40% students have fair reading habit, 54% students have very good vocabulary knowledge, 31% students have good vocabulary knowledge, and 15% students have average vocabulary knowledge. There are 20% students who have fair reading habit but very good vocabulary knowledge, 11% students who have fair reading habit but good vocabulary knowledge and there are 6% students who have good reading habit but average vocabulary knowledge. There are 34% students who have good reading habit and very good vocabulary knowledge. Based on the questionnaire, some students do not feel interested in reading English book, they do not use their spare time to read English book. Most of the students always write the word which they do not know the meaning, but they do not memorize it so, that is the reason why their vocabulary can not increase easily. Vocabulary knowledge is not influenced by reading habit because vocabulary knowledge can be developed by using the word frequently in daily, not only by reading. And the students who have fair reading habit but good vocabulary knowledge can be told they do not study English word by reading, maybe from listening song, watching video or game.

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