THE CORRELATION BETWEEN STUDENTS' READING HABIT OF ENGLISH TEXT AND VOCABULARY ACHIEVEMENT AT THE NINTH GRADER STUDENTS OF SMPN 192 JAKARTA

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Abstract

This study aims to determine whether there is a significant relationship between reading habits of text and student vocabulary achievement or not. This research was conducted in ninth grade students of SMP 192 Jakarta. Samples were taken as many as 36 students in IX-4 based on the Random Sampling Cluster Technique. The research method used is Ex-Post Facto, meaning that the research is conducted after the facts occur and the data are available. So, the authors only see the effect on the dependent variable based on the documentary supported by library references. Data from the independent variables were collected by questionnaire test techniques and the dependent variables were collected by subjective test techniques. The results of statistical calculations using the Product Moment Test are 0.879. The r-table value of the significant level is 0.05 and the degree of freedom (N-2) = 34 is 0.339. Interpretation of the rxy value to the r-table value is obtained that rxy is higher than r-table (0.879> 0.339). Therefore, the null hypothesis (H0), which says that there is no correlation between students' reading habits in English texts and vocabulary achievement in ninth grade students of SMP 192 Jakarta, is rejected. Meanwhile the alternative hypothesis (Ha), which says that there is a relationship between the reading habits of English text students and vocabulary achievement in ninth grade students of SMP 192 Jakarta, is accepted based on a 5% significance level.
Keywords: Reading, Reading Habit, Vocabulary Achievement.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan membaca teks teks dan prestasi kosa kata siswa atau tidak. Penelitian ini dilakukan pada siswa kelas sembilan SMPN 192 Jakarta. Sampel diambil sebanyak 36 siswa di IX-4 berdasarkan Teknik Cluster Random Sampling. Metode penelitian yang digunakan adalah Ex-Post Facto, artinya penelitian dilakukan setelah fakta terjadi dan data tersedia. Jadi, penulis hanya melihat pengaruhnya terhadap variabel dependen berdasarkan dokumenter yang didukung oleh referensi perpustakaan. Data dari variabel independen dikumpulkan dengan teknik tes kuesioner dan variabel dependen dikumpulkan dengan teknik tes subjektif. Hasil perhitungan statistik dengan menggunakan Product Moment Test adalah 0,879. Nilai r-tabel tingkat signifikan 0,05 dan derajat kebebasan (N-2) = 34 adalah 0,339. Interpretasi dari nilai rxy ke nilai

r -tabel diperoleh bahwa rxy lebih tinggi dari r-tabel (0,879> 0,339). Oleh karena itu, hipotesis nol (H0), yang mengatakan bahwa tidak ada korelasi antara kebiasaan membaca siswa dalam teks bahasa Inggris dan prestasi kosa kata pada siswa kelas sembilan SMPN 192 Jakarta, ditolak. Sementara itu hipotesis alternatif (Ha), yang mengatakan bahwa ada hubungan antara kebiasaan membaca siswa teks bahasa Inggris dan prestasi kosa kata pada siswa kelas sembilan SMPN 192 Jakarta, diterima berdasarkan derajat signifikansi 5%.

Kata kunci: Membaca, Membaca Kebiasaan, Prestasi Kosakata.

I. INTRODUCTION

English Language has been used for communication by people in the world. If someone wants to be able to use English, he must learn the vocabulary of the native speaker language. Nunan (1995: 118) stated that "these days, the consensus of opinion seems that the development of rich vocabulary is an important element in the acquisition of a second language".

Through Handayani's experiences (198 9:1) during the practice teaching and the informal interviews with the English teachers, she has impression that, in general, the students have difficulties in reading. According to the teachers, when they teach reading for comprehension, the students do not fully understand the passage they have read. One of the reasons why the students can not read books, magazines, newspaper, and other rea-ding materials in English is their vocabularies are still poor.

In Indonesia, reading for comprehension is the main objective of learning English in high schools, especially third grader of Junior High School. They are supposed to be able to read many scientific books which are mostly written in English without too much difficulty. The writer believes that reading is the way to enrich the vocabulary of the students. Tea-chers hope that the students enjoy reading, that they will be motivated to continue reading and looking for information in improving their knowledge. Such reading is used as a means for self-education.

Learning English is one of ways to improve Indonesian human resources and develop four skills above. It can support the improvement of application, knowledge deve-lopment, technology, art and culture. If we are talking about learning, so we talk about educa-tion too, because learning and education are two parts that can't be separated.

English teacher plays an important role for the student's progress. The writer wants to give other alternative methods in forming students' reading habit of English text at ninth grader students of SMPN 192 Jakarta. The students feel that reading is boring and difficult to comprehend especially when they should read the new and long text extensively, not only at school but also at home. It seems that it becomes big problem for them.

Based on this condition, the writer would find out the way to improve the students' reading habit and their interest in reading English references. By using English text related to the material given as a motivation before reading comprehension lesson hopefully the students will be more interested and motivated in reading comprehension.

II. THEORITICAL REVIEW
Vocabulary

Nobody ever learns all the words in any language. We know and use the words that suit our particular purposes and use the words that suit our particular purposes, and we continue to learn new words as long as we live.

Elliot (1978) states: *According to traditional theories, vocabulary acquisition has also been seen as ameans to improve reading and listening comprehension and not as skill vital in its own right. So if vocabulary training is begun early and receives separate attention, students will improve their other skill, especially reading.*

The statement above means that vocabulary is vital component, not only in reading but also in listening comprehension. We may have skill in reading if we have large vocabularies; by reading much kind of books we can improve our vocabularies. When we are reading a book, we must have full concentration in order to know the main idea and content of the book which we are reading.

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen and write (Jack and Willy, 2002:56). The acquisition of an adequate vocabulary is essential for successful learning of foreign language use such as for speaking, listening and writing. Without an extensive learning of vocabulary learners will be unable to use the structures and functions and they also will have difficulties in expressing ideas precisely and vividly (Rivers 1983:125). In short, a good personal stock of words compiled with the ability to

use them effectively gives confidence and commands respect.

Research on vocabulary acquisition involves having an understanding of what 'knowing a word' means, and then based on the definition of concept of word; one can use appropriate tools and procedures to measure vocabulary knowledge (Bogaard, 2000). "Vocabulary knowledge is not "an all-or-nothing phenomenon" (Laufer, 1998; Laufer & Paribakht, 1998), but involves degrees of knowledge" (Meara, 1990).

Achievement

"Achievement is something accomplished successfully, especially by mean, expertion, skill, practice, orperseverance." (www.thefreedictionary.com). Evaluation always accompanies "assessment". Evaluation is one of important component in teaching learning activity. The Evaluation is as feedback tool for teachers and students in teaching learning activity to know the student achievements Evaluation is the activities for determine what the teaching learning process fail or success.

To get a good achievement students have to learn a lot. Learning and reading are closely related. As has been indicated earlier, reading is a tool of learning, and reading has been defined as a means of solving problems, a thinking process, and stimulator of thinking. It is insisted by Jones (1981): "The fact that learning inevitably involves symbolic transform of one or another, as well as the thinking process may be the reason why reading and learning have always been closed related". It means that reading habit will increase the achievement of reading. By reading a lot of material we will get a lot of knowledge and experience.

A few people make full use of the abilities they have as far as reading is concerned. Figures from research indicate that we use only fifteen percent of our available mental resources when we are engaged in recognizing. Symbols, recalling their meanings and then assembling those meaning into some resemblance of what the writer had in mind. We don't give our reading abilities the same consideration. Once our reading skill is properly developed, it needs only consistent and proper use to keep it in the very best condition. (Speed reading, Robert L. Zorn: 1986:2).

Halimah (2000) states that, Achievement is the condition of how far is the pro-

gress made by student to ward the educational objective set for them, in order word, it is an indication of success or failure.

Reading

Success in reading depends upon a child's knowledge about early literacy and reading before they are able to pick up a book and read. Children learn many important things about reading before they come to school through experiences with literature. Some children even learn to read before they come to school. Most of these children have not had formal reading instruction but were immersed in literature and literature rich environments. These children learned to read because they developed early literacy skills through being read to and having access to books (Adams, 1990). It is acknowledged that linguistically rich home environment contribute more powerfully to the early It means, reading is basic of knowledge development, because by reading the reader will get new information in current situation. They can compare of the text content and themselves, and select which one they get comprehension for themselves.

Real reading includes understanding and interpreting the messages of the text (Kirk,

2001) Reading is really a complex task that involves using many strategies simultaneously. Readers must be able to use all of the necessary reading strategies to decode the text in a meaningful way.

The Michigan Department of education (Wixson, Peters, Weber, and Robert (1987) states:"Reading is the process of constructing meaning through the dynamic interaction among the reader's exiting knowledge, the information suggested by the text being read, and the context of the reading situation."

Based on the definitions above, reading is a process to get know the words and understand the meaning of printed symbols on a text.

Anderson (1998) cites: "*Reading is a complex activity…….. the study of reading must be interdisciplinary. If the ability involves so may aspects of language, cognition, life and learning, then no one academic discipline can clime to have the correct view to what is crucial in reading: linguistics certainly not, probably not even applied linguistics*".

It is explained that cognitive and educational psychologist are clearly centrally involved: sociology and sociolinguistics, information theory, the study of communication sys-

tem and doubtless other disciplines all bear upon an adequate study of reading.

Habit

Habit is an action or pattern of behavior that is repeated so often that it becomes typical of somebody, although he or she may be unaware of it. (www.bread.org.com). It means that by doing activity constantly we can easy and habitual to do it.

Related definition of habit by Gazelka (2002): Habit is usual physical or mental condition; an action so often repeated as to become fixed characteristic or tendency; an addiction. Related to the definition above habit is combination between physical and condition someone in action which he do again constantly.

Rivers (1981) said that contemporary teachers of languages try to understand the process involved in the reading of written text, especially a text in a non-native language. They then plan learning experiences to help their students develop habits if reading will lead them to direct comprehension of the text, without resort to translation into their native language." It means that in the teaching of reading Rivers believes that by developing habits of reading, the students will understand directly a reading matter.

Habit is something a person learns to do over and over again without thinking about how to do it. Many everyday actions are habits. Most habits begin as actions that a person is aware of. Some of these habits are "good" and other are "bad". People learn "good habits" to act as others expect us to act.

III. RESEARCH METHODOLOGY

In implementing this research, the researcher utilizes *Ex-Post Facto* method, Sudjana et al (1983) cited that it refers to the treatment of manipulation of independent variable (x) where it has been made before the research is conducted and the researcher has only to find out the effect and correlation on the dependent variable (y), Fajar (1996) added that is method has the goal to see some facts which has happened and the design of this research by using *Post–test Control Design*, namely the data which taken from the post-test (Sudjana, 1994).

The writer finds out and collects the data to be analyzed and then correlated to students' reading habit of English references and their vocabulary achievement. In this research, the writer take data from two variables, they are:

a. Dependent variable: in the form of vocabulary achievement.

b. Independent variable: in the form of Student's reading habit of English text.

Collecting Data Technique

The collecting data arranged in the form of table, to make it easy to process it. After arranging, the data to table then conducted the calculation to variable score.

The tests of rules analysis that have been conducted to the test data result is normality Liliefors test. This test has been conducted to know whether population distributed normally. If Lo (L-counting) lower than L-table with alpha 5% and N = 36, then accepted H0, its means the population in normal distribution.

The technique that is used in analyzing the data is the correlation technique. The correlation technique is analysis technique to evaluate hypothesis concerning correlation between two variables that tested statistically.

In the correlation technique, the variables are compared to know whether the correlations are very significant or they only happen by chance.

The writer uses Pearson Product Moment test to find out the correlation score of

students 'reading habit of English text references and vocabulary achievement.

Research Instrument

The instruments for both of two variables consist of 90 items, the (x) variable consist of 40 items and the (y) variable consist of 50 items. Before the research questions given to the sample class, they have to try out first to know how many questions are valid or required to be corrected. The try out instruments then have been done in class 9 SMPN 192 Jakarta. To examine the instrument of this research, the writer will use validity analysis, reliability analysis, difficulty index and discrimination index of test items.

IV. RESEARCH RESULT

Research Finding

The following section will describe the data obtained from the research, both data on independent variable (students' reading habit) and on dependent variable (vocabulary achievement) of the ninth grade in academic year 20017-20018 SMPN 192 Jakarta.

The writer made 40 numbers question for variable X (student reading habit) and 50 numbers question for variable Y (vocabulary achievement). Based on the result of validity test both variable can be concluded that X

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variable has 25 numbers valid questions (number:3,4,7,11,12,13,14,16,21,22,23,24,25,2 6,27,28,29,31,34,35,36,37,38,40) and Y variable has 30 numbers valid question (number:1,3,5,8,9,12,13,15,16,18,19,22,23,29,31, 32,33,34,35,36,37,38,40,41,43,44,45,47,,49,50). And then that numbers are changed into parallel series. And the valid numbers are used the writer to research the data.

Using the SPSS 10.0 program, the result of describtion of Data Analysis from Dependent and Independent Variable is as follows:

Table 4.1

The describtion of Data Analysis from Dependent and Independent Variable

Describtions	Independent Variable X	Dependent Variable Y
Score Range	40-82	40-82
Median	60.00	60.00
Variance	71.444	74.629
Mean	62.39	60.33
Std.Deviation	8.452	8.639

From the table above, it can be seen that for the students'reading habit test (x variable) and the student's vocabulary achievement test (y variable) have the same range sc6re, It obtained for the students between 40-82., Mean while the median of the students' reading habit test and the students'vocabulary achiement has the same score it was 60.00 is 60.00. The variance of this test has significan defferent, for x variable is 71.444 and y variable is 74.629. The mean of x variable is 62.39 with Standart Deviation is 8.452. Meanwhile the mean of Y variable is 60.33 with Standart Deviation is 8.639. It is collected through 36 samples.

The test of normality uses Liliefors test. The test uses to know whether the data normal or not. The test is done is group X and group Y. The result of Liliefors test can be presented in the following table from SPSS counting:

TEST NORMALITY

	Kolmogorov- Smirnov			Shapiro – Wilk		
	Statistic	df	Sig	Statistic	df	Sig
X	0.139	36	0.76	0.951	36	0.115
Y	0.174	36	0.008	0.931	36	0.027

The test normality above, we can see the reading habit has Lo = 0.76 while the L table with N = 36 and significant level 0.05 is 0.1401. If the value of L-table is lower than L-observation (L-table 0.1401 > Lo 0.076) the Null Hypothesis of the sample means normally distributed population.

Meanwhile the vocabulary achievement test yielded the highest Lo = 0.008 and the L-table on N = 36 and on significant level of 0.05 higher than Lo. (L-table) = 0.1401 > Lo = 0.008. The Null Hypothesis is accepted, it means that the data coming from the sample which have normal distribution. The both of the test can be presented in the following table from SPSS counting. By using r Test (Product Moment)

The sample of both data were obtained. We can analyzed and proved to be normal distribution, The next step is analyze the data on the two variables by using Karl Person's Product Moment to calculate the coefficient of correlation, the symbol is r_{xy}. From the test, the obtained r_{xy} is 0.879.

Table SPSS counting for Person Product Moment

CORRELATIONS

		X	Y
X	Pearson Correlation	1	0.879**
	Sig. (2-tailed)		0.000
	N	36	36
Y	Pearson Correlation	0.879**	1
	Sig (2-tailed)	0.000	
	N	36	36

** Correlation is significant at the 0.01 Level

The writer found in r-table when the df = 34 (n-2) with level of significance 0.05 or 5% is 0.320. It shows that r-count > r-table, because 0.879 > 0.320. The writer concludes that there

is a correlation between reading habit and vocabulary achievement. So that the hypothesis of the study is: there is a correlation between Students 'reading habit of English references and vocabulary achievement at ninth grade SMP Angkasa Halim P.K Jakarta was ***accepted.***

V. CONCLUSION

The conclusions are drawn on the basis of research findings. As has been presented in chapter IV, the alternative hypothesis was accepted and the null hypothesis was rejected. Therefore, this research has proved empirically that there was correlation between two variables under study, or in other words independent variable (X): students'reading habit correlates significantly to the denpendent variable (Y): vocabulary achievement.

This study was conducted at ninth grade of AMPN 192 Jakarta by using 36 samples of student in academic year 20017-20018. The result of analysis reveals that the rxy (r-counting) was higher than r-table , rxy = 0.879 > r table = 0.320. (by using product moment correlation test). It means rxy > r-table (significant level 0.05 and df = N-2 = 36-2 = 34). So The conclusion was the Null Hyphotesis (H0)

was rejected and Alternative Hypothesis (Ha) was accepted.

Besides the research also gave significant result by using Normality (Lilliefors) that Lo (L-counting) < L-table = 0.008 < 0.1401. The Null Hypothesis was rejected and Alternative Hypothesis was accepted, it means research data was normality distribution.

Based on both of these tests, it can be concluded that there was significant correlation between Students' reading habit of English text references and Vocabulary achievement.

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