

THE EFFECTS OF READING HABIT AND VOCABULARY MASTERY TOWARD STUDENT'S READING COMPREHENSION IN SERANG CITY

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ABSTRACT: This study aims to determine the effects of reading habit and vocabulary mastery toward student's reading comprehension at Private Islamic Junior High Schools in Serang City –Banten. Research hypothesis included: 1) There are significant effects of reading habit and vocabulary mastery towards students' reading comprehension, 2) There is a significant effect of reading habit towards students' reading comprehension, 3) There is a significant effect of vocabulary mastery towards students' reading comprehension. The method used in this research is a survey method. Sample was taken as many as 50 students with sample random technique. Data collected by test to the sample. Data analysis using descriptive statistics such as finding the mean, median, mode, standard deviation, and inferential statistics is to look for multiple regression by using ANOVA and coefficient table. This research was conducted from November until December 2014. The result of the research concluded: 1) there are significant effects of reading habit and vocabulary mastery collaboratively towards students' reading comprehension. It can be proved by $F_{test} = 4,255$ and $sig=0.004 < 0.05$, 2) there is a significant effect of the reading habit towards students' reading comprehension. It can be proved by $t_{test} = 3,393$, and $sig=0.026 < 0.05$, 3) there is a significant effect of the vocabulary mastery towards students' reading comprehension. It can be proved by $t_{test} = 3,556$ and $sig=0.021 < 0.05$.

Keywords: Reading Comprehension, Reading Habit, Vocabulary Mastery.

INTRODUCTION

Nowdays, English language is very important to our lives. As an international language, English has important role in this world. It can be seen from many aspects, such as in business, academics, tourist and people of the world who used English as a tool for communication. Jeremy Harmer says that English will remain dominant among world language. However, there is no doubt that it is and will remain a vital linguistic tool for many business people, academics, tourists and citizens of the world who wish to communicate easily across nationalities for many years to come. Learning a new language is usually divided by those in the language teaching field into four large domains: listening, speaking, reading, and writing.

Reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it, reading also has a positive effect on students' vocabulary knowledge on their spelling and on their writing. Good reading text can introduce interesting topic, stimulate discussion, excite imaginative responses and provide the springboard for well rounded, fascinating lessons.

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Habit is an activity or attitude that exists in someone both physically and mentally through frequently repetition and a long process regularly. According to Kovler (2006, p. 25), habit is pattern of behavior acquired through repetition. Related to these theories, Covey (1997, p. 35) points out that habit is the most powerful factor in our life. Because of it consistently and unrealized activity, habit is done continuously. Every habit expresses our character and influences our affectivity or non-affectivity

Habit is any event or experience in our life that is repeating itself over and over, time after time, year after year. This occurs even when we know on a conscious or unconscious level that this life situation is not the best for us. Yet. For any seen reason, we still fall into our same old trap. It is when seems to be our reality becomes too familiar that we will have a hard time distinguishing between what is real, or what actually is not, to us. Habit will apply to everything we do in our life. It is when regularly fall into similar situation whether they related to events, relationships or daily routines in the society.

Vocabulary is one of the important elements in teaching English. This statement is supported by Hatch & Brown (1995, p. 1). They say, "Vocabulary is 2 the foundation to build languages, which plays a fundamental role in communication". It describes that by mastering vocabulary; people can express their ideas and understand the other basic competence well. Students of Junior high School study basic English. They study about simple words or things in their surroundings, it is aimed that students are able to understand simple English used in daily context. However, it is difficult to master the other competences without understanding the vocabulary, because vocabulary is the basic competence that must be reached by students in order to get other competencies like reading, writing, listening, and speaking.

Reading comprehension is an essential part of the reading process. Students need to be taught a range of reading comprehension strategies to help them fully understand the text. Reading comprehension is one of the skills that must be developed at school. This is because the reading comprehension has become something important and indispensable for students because students' success largely depends on their ability to read.

If students' reading comprehension is lacking, it is possible to fail in learning or at least students will have difficulty in making progress. On the other hand, if the student has the ability to read with a good understanding, of course, they would have a better chance to succeed in learning.

METHODS

The research was done of 50 students of the eighth grade of Private Islamic Junior High Schools in Serang City, academic year 2014/2015. This research consists of 3 variables. Namely, the reading habit (X_1), vocabulary mastery (X_2) as the independent variable, and Student' reading comprehension (Y) as dependent variable.

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This section presented the analyzing and discussion of the data processing result about students' reading comprehension that consists of data description, analysis requirement data, research hypothesis test, interpretation, and research result discussion.

In analyzing the data was purposed on the hypothesis test that started by the research data description of three variables in the form of frequency distribution, the size of the central symptoms, histogram, and regression coefficient. To describe the effect of the variable is used by simple regression and multiple regressions. The assumption test for regression parameter test of the data research is done by normality test through Kolmogorov-Smirnov method, and regression model linearity test.

DISCUSSION

The research result description is served by the variability of these three variables that involve maximum score, minimum score, deviation score, deviation standard, modus, median, and data distribution as the basic of the discussion next. All of the data description as Table 1.

TABLE 1. The Research Result Data Description

Statistics				
		Reading_ Habit	vocabulary_ Mastery	Reading_ Comprehensi on
N	Valid	50	50	50
	Missing	0	0	0
Mean		88.22	26.24	22.86
Median		87.00	26.50	23.00
Mode		90	26 ^a	19
Std. Deviation		15.146	2.646	3.949
Variance		229.400	7.002	15.592
Range		74	10	13
Minimum		66	20	16
Maximum		140	30	29

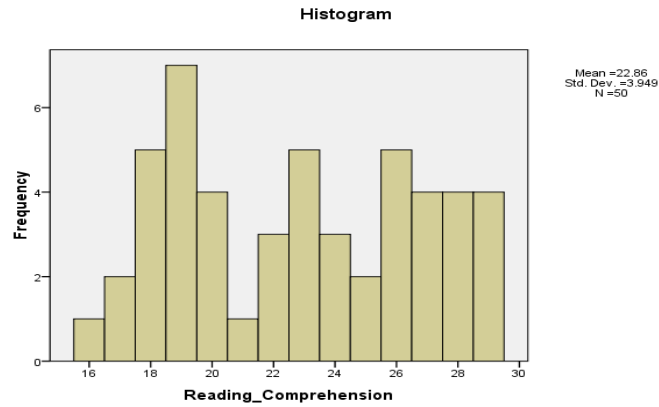
a. Multiple modes exist. The smallest value is shown

Students' reading comprehension variable in this research is the score from the result of the data of students reading comprehension used the multiple choices as 30 items. After doing the research data processing of the score of students' reading comprehension of Al-Azhar Islamic Junior High School 11 Serang and Nurul Ma'arif Junior High School Serang achieved the maximum score is 29 and the minimum score is 16 therefore, the range is 13.

From the data analysis result for students' reading comprehension variable, the data variance is showed by variance value 15,592 And deviation standard 3,949 The data from this variable has mean as much as 22,86 modus 19, and median 23,00 it means that mean of the score of students' reading comprehension of Al-Azhar Islamic Junior High School 11 Serang and Nurul Ma'arif Junior High School Serang are good. Histogram from the data distribution of students' reading comprehension as Picture 1.

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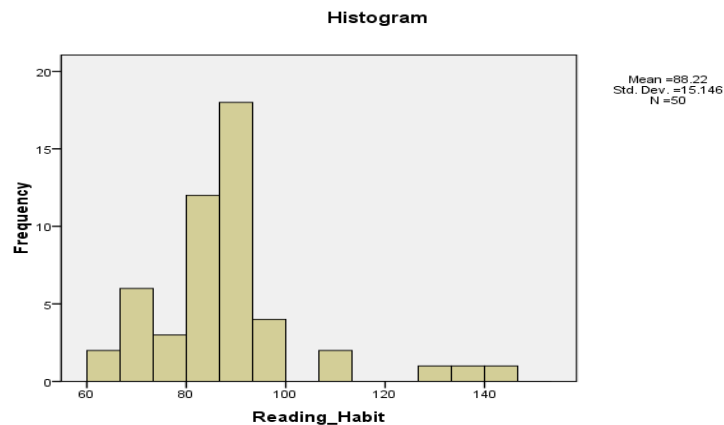


PICTURE 1. Histogram of Data Distribution of Students' Reading Comprehension

The reading habit variable in this research are the scores of the respondents' reading habit over the measuring instrument indicators: 1) The students to read by showing the happiness to read, 2) The students want to read for long time and continuously, 3) The students prepare the schedule to read all the positive books with purpose to get the knowledge.

Based on the data research for the Reading Habit that collected by using the research instrument of measure the Reading Habit uses 30 Question items that proposed for the respondents by the maximum score is 140 and the minimum score is 66 Therefore, the range is 74.

From the data analysis result for the Reading Habit variable. The data variance is showed by variance value 229,400, and deviation standard 15,146 the data from this variable has mean as much 88,22 modus 90, and median 87,00 it means that mean of the score of students' Reading Habit of Al-Azhar Islamic Junior High School 11 Serang and Nurul Ma'arif Junior High School Serang are good. Histogram from the data distribution of Reading Habit as Picture 2.



PICTURE 2. Histogram of Data Distribution of Reading Habit

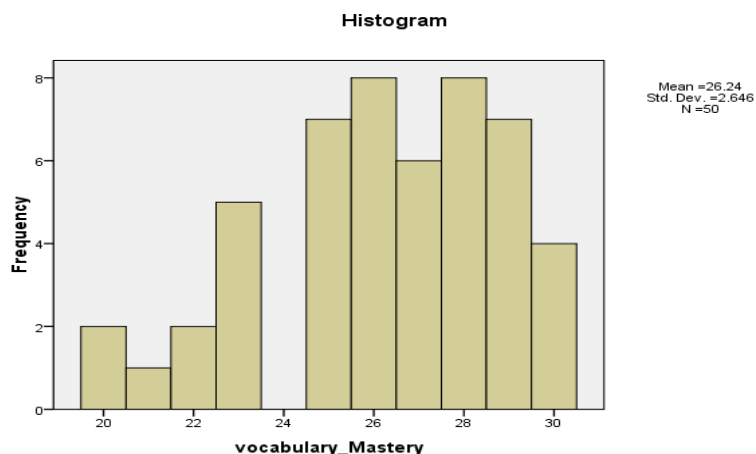
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Students' Vocabulary Mastery variable in this research is the score from the result of the data of students Vocabulary Mastery used the multiple choice as 30 items. Based on the test result for vocabulary mastery that collected by using the research instrument to measure Vocabulary Mastery uses 30 Questions items that proposed for the respondents.

After processing of research data for Vocabulary Mastery scores of the eighth grade students of Al-Azhar Islamic Junior High School 11 Serang and Nurul Ma'arif Junior High School Serang were collected with Vocabulary Mastery scale obtained the maximum score is 30 and minimum score 20. Thus the range of scores between the maximum and the minimum value is 10.

From the analysis of the data for the variable Vocabulary Mastery, diversity of data is indicated by the value of variance 7,002 and a standard deviation 2,949 the data from this variable has mean as much as 26,24, modus 26, and median 26,50. It means that mean of the score of the Vocabulary Mastery of the eighth grade students of Al-Azhar Islamic Junior High School 11 Serang and Nurul Ma'arif Junior High School Serang are good. Histogram from the data distribution of the Vocabulary Mastery as Picture 3.



PICTURE 3. Distribution Histogram Data Vocabulary Mastery

From the description of the data after the correlation analysis obtained correlation coefficient of 0,525 and a coefficient of determination as much as 27,6%, after testing with SPSS program proved that the correlation coefficient is significant. This means that there are significant independent variable X_1 (reading habit) and X_2 (vocabulary mastery) together toward the dependent variable Y (Students Reading Comprehension)

While the regression equation regression line is $Y = 15,469 + 0,015X_1 + 0,331X_2$, constant value = 15,469 shows that with the reading habit and the low Vocabulary Mastery is difficult for student to be able to achieve Students' Reading Comprehension are good.

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Testing the significance of regression coefficient are also performed with the SPSS program shows that the regression coefficient is significant, which is indicated by the Sig=0,004 and F value= 4,255 while the F table so that the Sig=0.004<0.05 or regression is significant, which means it is true that there is a positive effect of the independent variable X_1 (reading habit) and X_2 (vocabulary mastery) together on the dependent variable Y (Students' Reading Comprehension).

According to the synthesis of existing theory, reading is the important activity in any language class, not only as a source of information and a pleasurable activity, but also as a means of consolidating extending one's knowledge. Reading is an active cognitive process. It is influenced by the readers' knowledge and experience. Reading is also interacting with the printed language (decoding) would generate comprehension of the message conveyed by the author. Furthermore, it is one of the most important language skill which should be mastered by the student. To comprehend the reading materials, having a good reading habit and a master vocabulary are two of the important indicators which will influence student's ability and understanding in reading.

Habit is a routine of behavior done repeatedly by someone to stimulate and develop his own goal of learning. Reading can be habit when a student starts reading by choosing interesting and knowledge resources such as book, novel, article, newspaper or magazine and he/she feels relax to spend his/her time to read. This activity is then frequently repeated by student. The reading habit automatically can be achieved.

Vocabulary is one of the language aspects which should be learnt. Learning it, is important because in order to be able to speak, write, and listen learners have to know vocabulary first. Students can be able to understand the meaning of the vocabulary through many ways, such as reading (book, article, novel, newspaper, or magazine) memorizing the words, looking a dictionary up, surfing on the internet, watching western movies or listening to western music.

The explanations show that both reading habit and vocabulary mastery are closely related to students' reading comprehension. Reading comprehension is noted as the ability of the reader to understand a passage and it involves thinking. Such relation can be described that the more the student reads, the more hi or her vocabulary mastery he/she will have and the comprehension towards reading materials can be successfully achieved.

Of quantitative information and the theory, the researchers concluded that there is a significant effect on Reading Habit and Vocabulary Mastery toward Students' Reading Comprehension.

Obtained from testing the hypothesis that the Sig=0.026 and $t= 3,393$ because the Sig value<0.05 then H_0 is rejected which means that there is a significant effect of the independent variables X_1 (reading habit) on the dependent variable Y (Students' Reading Comprehension).

Reading habit is the activities of the students to read by showing the happiness to read and the students want to read for long time and continuously,

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and prepare the schedule to read all of the positive books with the purpose to get knowledge. Reading is not just a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Through reading, one can teach writing, speaking, vocabulary items, grammar, spelling and other language aspects.

Good reading habit is the key to success in all school subjects. Reading habit is an activity which is routinely performed in the reasoning process to reach an understanding of the ideas and information that they got through the symbols that exist either in writing or not. Reading activities not only need to spell out the mouth and eyes to see, but also the activity of reading requires the brain to grasp for comprehension activities. In which the brain and cognitive activity lied and hidden away from the eyes and senses other activities. This suggests that the habit of reading is a cognitive activity that cannot be seen only by the senses alone, because cognitive activity will not be visible if we are not depth.

Of quantitative information and the theory, the researchers concluded that there is a significant effect on reading habit toward Students' Reading Comprehension.

Obtained from testing the hypothesis that the Sig=0,021 and t= 3,556, because the Sig value > 0.05 then H₀ is rejected which means that there is a significant effect of the independent variables X₂ (vocabulary mastery) on the dependent variable Y (Students' Reading Comprehension).

Vocabulary are the grammatical arrangement of words in sentences that consists of elements of sentence construction such as subject, predicates, objects, and adverb. M.A.K. and Matthiessen, C.M.I.M (2004:6), state that a sentence is a grammatical unit consisting of one or more words that are grammatically linked. A sentence can include words grouped meaningfully to express a statement, question, exclamation, request, command or suggestion.

To write the text the writer must master grammar. One of them is the capability of vocabulary. This capability is used to create a correct sentence. If the writer creates the correct sentence, the writer will succeed to create a good text. The correct sentence will make the text be easy to be understood by the reader.

Of quantitative information and the theory, the researchers concluded that there is a significant effect on vocabulary mastery toward Students' Reading Comprehension.

CONCLUSION

The study aimed to know the effect of the reading habit and vocabulary mastery towards the students' reading comprehension of the grade eighth students at Private Islamic Junior High Schools in Serang City, it is concluded as follows:

- 1) There are significant effects of reading habit and vocabulary mastery collaboratively towards students' reading. It can be proved by $F_{test} =$

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4,255 and $\text{sig}=0.004 < 0.05$. The reading habit and vocabulary mastery together accounted for 27,6 % of the variation in reading comprehension.

- 2) There is a significant effect of the reading habit towards students' reading comprehension. It can be proved by $t_{\text{test}} = 3,393$, and $\text{sig}=0.026 < 0.05$.
- 3) There is a significant effect of the vocabulary mastery towards students' reading comprehension. It can be proved by $t_{\text{test}} = 3,556$ and $\text{sig}=0.021 < 0.05$.

Reading habit and vocabulary mastery have positive and significant effects towards reading comprehension. It is therefore, the role of the teacher to motivate and encourage students to make reading as their habit, and to practice and develop their vocabularies. And, of course those things will affect to the students achievement

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