

**A CORRELATIONAL STUDY BETWEEN READING HABIT AND
VOCABULARY MASTERY WITH READING COMPREHENSION**

**(A Correlation Study at the Second Grade of MTS NU 1 Kramat Tegal in
the Academic Year 2019/2020)**

THESIS

**Presented as Partial Fulfillment of the Requirements for Magister Degree of
Language Education Programme**



By

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NIM 1881100010

**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2020**

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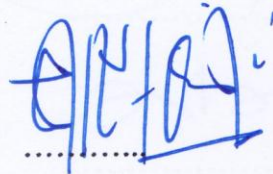
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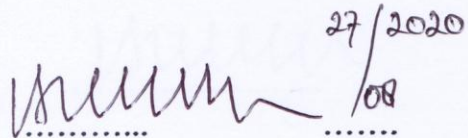
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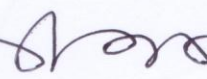
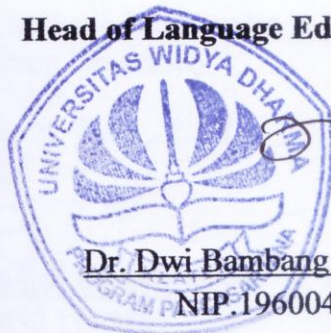
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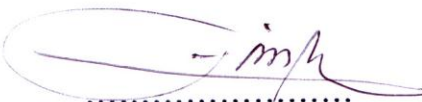



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the Academic Year 2019/2020)**

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The writer



Ribqotul Aliyah

DEDICATION

This thesis is especially dedicated to:

1. Allah the Almighty shalawat and greetings may still lavish to the Prophet Muhammad sallallaahu alaihi wa sallam.
2. Thoriqoh Qodiriyah Naqsabandiyah Pondok Pesantren Suryalaya 38. Not forgetting pray Sukur to the waliyullah who is Sheikh Muhammad Abdul Gaos Saifullah Maslul, which has helped smooth either intentional or not in deliberate.
3. My beloved father's Drs. Nasirin, my mother's Dra. Munawaroh Afif, my brother's Imam Syaukani A.Md, my young sister's Risyda Risma Zahrotun Nisa' Lc, and the last my young brother's Muhamad Za'im Zam-Zami the greatest motivator in my life who never bothered in praying and loving me. It's never enough to repay my family, love. Thank you.
4. My beloved Muhamad Yasin Yusuf who always accompanies me wherever I need. You are the best for me, thank you.

MOTTO

“Where there is a will there is away”

and

“Every successful person must have a failure. Do not be afraid to fail because failure is a part of success”

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This thesis is submitted in partial fulfillment of the requirement for the Pascasarjana Education at the Faculty of Teacher Training and Education, Widya Dharma University Klaten.

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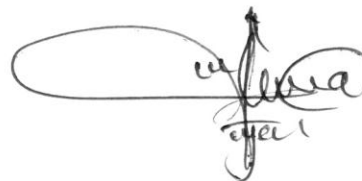
8. All of the second grade students of MTS NU 1 Kramat Tegal in the academic year of 2019/2020 who have been population of this research report.
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This research is much of lack of perfect that need for correction. The writer welcome for your critics and suggestions for the research to be better. The writer hopes that this research contributes in improvement of English teaching.

Klaten, August 04th 2020

The writer

A handwritten signature in black ink, appearing to read 'Ribqotul Aliyah', with a large, stylized flourish on the left side.

Ribqotul Aliyah

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ABSTRACT

Ribqotul Aliyah, NIM 1881100010. *A Correlational Study between Reading Habit and Vocabulary Mastery with Reading Comprehension*(A Correlation Study at the Second-Grade of MTS NU 1 Kramat Tegal in the Academic Year 2019/2020). Thesis. Language Education Programme, Graduate Programme, Widya Dharma Klaten, 2020.

This research aimed: 1) To find out whether there was significant correlation between students' reading habit with reading comprehension. 2) To find out whether there was significant correlation between vocabulary mastery with reading comprehension. 3) To find out whether there was significant correlation between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

The research was in the form of quantitative research. The object of the research was the teaching and learning of English reading and vocabulary at the second-grade of MTS NU 1 Kramat Tegal in the academic year 2019/2020. The population in this research consist of 168 students. 42 students was taken by using cluster random sampling technique. The main data were obtained from various resources as follows: 1) Questionnaire; the questionnaire used to determine reading habits. In preparing the main data seven indicators done. The indicators: (a) reading habit aspect, (b) reading the amount of books, (c) academic reading, (d) reading frequency, (e) non-academic reading, (f) motivation in the academic environment, and (g) motivation in the family environment; 2) Test; the test conducted to find out the reading comprehension and vocabulary mastery. (a) reading comprehension test was multiple choices out of 40 questions, 37 questions were valid. (b) vocabulary mastery test was multiple choices out of 40 questions, 38 questions were valid.

This research used analyzing pre-requirement testing and hypothesis testing. 1) normality testing; (a) the normality testing distribution from reading habit was 0.055. (b) the normality testing distribution from vocabulary mastery was 0.086. (c) the normality testing distribution from reading comprehension was 0.052. 2) linearity testing; (a) the linearity of reading habit and reading comprehension was 0.075. (b) linearity of vocabulary mastery and reading comprehension was 0,530. 2) hypothesis testing; (a) first hypothesis; reading habit has high contribution to the ability of reading comprehension (54,61%). (b) second hypothesis; vocabulary mastery has high contribution to the reading comprehension (47,20%). (c) third hypothesis; reading habit and vocabulary mastery followed by the increase of the reading comprehension (0,776). The finding show that: there was significant correlation between students' reading habit with reading comprehension, there was significant correlation between vocabulary mastery with reading comprehension, and there was significant correlation between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

Keyword : Reading habit, Vocabulary mastery, and Reading comprehension

ABSTRAK

Ribqotul Aliyah, NIM 1881100010. Studi Korelasi antara Kebiasaan Membaca dan Penguasaan Kosakata dengan Pemahaman Membaca (Studi Korelasi di Kelas Dua MTS NU 1 Kramat Tegal pada Tahun Akademik 2019/2020). Tesis. Program Pendidikan Bahasa, Program Magister, Widya Dharma Klaten, 2020.

Penelitian ini bertujuan untuk: 1) Untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan membaca siswa dengan pemahaman membaca. 2) Untuk mengetahui apakah ada hubungan yang signifikan antara penguasaan kosakata dengan pemahaman bacaan. 3) Untuk mengetahui apakah ada hubungan yang signifikan antara kebiasaan membaca siswa dan penguasaan kosakata secara simultan dengan pemahaman membaca.

Penelitian ini berbentuk penelitian kuantitatif. Objek penelitian adalah pengajaran dan pembelajaran membaca bahasa Inggris dan kosakata di kelas dua MTS NU 1 Kramat Tegal pada tahun akademik 2019/2020. Populasi dalam penelitian ini berjumlah 168 siswa. Sampel berjumlah 42 siswa yang diambil dengan menggunakan teknik cluster random sampling. Data utama diperoleh dari berbagai sumber sebagai berikut: 1) Angket; angket digunakan untuk menentukan kebiasaan membaca. Dalam penyusunan data utama dilakukan tujuh indikator. Indikatornya adalah: (a) aspek kebiasaan membaca, (b) jumlah buku bacaan, (c) bacaan akademik, (d) frekuensi membaca, (e) bacaan non akademik, (f) motivasi di lingkungan akademik, dan (g) motivasi dalam lingkungan keluarga; 2) Tes; tes dilakukan untuk mengetahui pemahaman bacaan dan penguasaan kosakata. (a) tes untuk pemahaman membaca yaitu pilihan ganda. Dari 40 pertanyaan menjadi 37 pertanyaan yang valid. (b) tes untuk penguasaan kosa kata yaitu pilihan ganda. Dari 40 pertanyaan menjadi 38 pertanyaan yang valid.

Penelitian ini menggunakan analisis pengujian prasyarat dan pengujian hipotesis. 1) pengujian normalitas; (a) Distribusi uji normalitas dari kebiasaan membaca adalah 0,055. (b) distribusi uji normalitas penguasaan kosakata sebesar 0,086. (c) distribusi uji normalitas dari pemahaman bacaan adalah 0,052. 2) pengujian linieritas; (a) linearitas kebiasaan membaca dan pemahaman bacaan adalah 0,075. (b) linearitas penguasaan kosakata dan pemahaman bacaan adalah 0,530. 2) pengujian hipotesis; (a) hipotesis pertama; Kebiasaan membaca memiliki kontribusi yang tinggi terhadap kemampuan pemahaman membaca (54,61%). (b) hipotesis kedua; penguasaan kosakata memiliki kontribusi yang tinggi terhadap pemahaman bacaan (47,20%). (c) hipotesis ketiga; Kebiasaan membaca dan penguasaan kosakata akan diikuti dengan peningkatan pemahaman bacaan (0,776). Kesimpulannya: terdapat hubungan yang signifikan antara kebiasaan membaca dan kemampuan membaca, terdapat hubungan yang signifikan antara penguasaan kosakata dan kemampuan membaca, dan terdapat hubungan yang signifikan antara kebiasaan membaca dan penguasaan kosakata dengan kemampuan membaca.

Kata Kunci : Kebiasaan Membaca, Penguasaan Kosakata, dan Pemahaman Membaca

CHAPTER 1

INTRODUCTION

This chapter presents the background of the problem, identification of the problem, limitation of the problem, statement of the problem, objective of the problem, and significances of the problem.

A. Background of the Problem

When a transformation of information goes beyond space and time, an agreement is needed that makes it easy for people to understand the contents of the message that is transformed in the information. One thing that is very important and vital in the role of agreement understanding the transformation of information is called language. Language is a container without limits that can carry everything in it. Therefore understanding language makes it possible to understand forms of human understanding.

As people already knows that recently one of the international languages is English. English is an international language that we must understand. Call it if English is a global language like World language: opportunities, challenges, responsibilities {Crystal, 1997, (p. 157); Grant Thomton, 2002} which is the second language of several countries in the world. Learning implicitly also with second language (Kelly, 1998; Jhonson, 2001) for this reason, people must realize that mastering English is very important. Mastery of English is a communication that can make us aware of the greatness of the language maker. When we understand the English language, we will find it

easier to find information by communicating with foreign communities from several countries in the world. Information is a very important tool that is in every exchange of activities of people globally which becomes a driving force of global-scale activities such as financial markets, modern business services, global media and student exchange abroad {Sugihartati, 2010 (p.87) }.

The people cannot deny that English is the language of science, the language of technology and the language of business that can make human planning organized. There are 4 skills in English learning at the schools, those are: listening, speaking, reading and writing. In its latest curriculum in the 2013 curriculum, reading occupies the third part of listening and speaking. But reading is a very important skill. This is also supported by Patel and Jain (2008, p. 108) stating that reading is very important for the community and useful for all. Patel and Jain also added that reading skills are more important than reading and listening.

Nunan (2006, p.76) says that reading is a skill in which there is a reasonable compatibility of words and obtaining meaning from a word that results from thinking. The point is that reading is an understanding skill in thinking that involves making sense and obtaining a different meaning from the printed word. Patel and Jain (2008, p.109) state that reading is understanding the meaning of words from the printed or can be referred to written symbols. Reading can also be called an active process consisting of understanding skills. According to Lone (2011), reading is an ability to

recognize and examine words or sentences and understand the information contained in the reading. Lone also added that reading is a cognitive process for understanding a written linguistic message. Definition states by Schoenbach, Laddo, and Willis (2012) showed reading is a complex problem-solving process in which the reader must be able to understand the contents and meaning of sentences and words in them.

Gardner (2012) argues habits are abstract theories. In theory, habit is not a single true definition. Nilsen (2012) states habit as habit is a behavior that repeats until it becomes less effective, carried out without deliberate thinking, mostly without any sense of intentionality. By reading, students will get a lot of information and can expand their English vocabulary to understand a reading text. However, students who read will also get information. If the students do not understand or forget when they read, they will be able to repeat to read it again, while a listener cannot. That's way by reading, and reading habit can solve problem to understand the contents and meaning of sentences and words in them.

As a self-insight, reading habits will help students to achieve broad academic achievement. In terms of obtaining reading habits, they must continue to practice reading habits. Based on the definition above, it can be said that habits are repetitive actions without awareness. It can reflect a person's personality, good or bad, and they run constantly and regularly.

Reading habits will help students gain and gain meaningful knowledge and also good academic achievement in school.

According to Simanjuntak (1988) reading habit is the number of repetitions in given time to read English text. Students' reading frequency can influence reading comprehension with students' reading habits. One way that can be applied in reading habits is to provide sufficient time for students to read. The frequency of reading can affect, for example, students who read books (with comprehending) at least 2 hours a day will have better reading skills than not.

Making predictions of what is happening or has happened is one way for students to get specific information so students must think about how to read specifically in English (Klingner, Vaughn & Boardman, 2007). Lehr and Osborn (2001) explain that to understand a text student can search for a keyword. Looking for keywords in reading is another way to be able to understand a text. Students' weaknesses in vocabulary will make students repeat again and again. Roehrig & Guo, (2011) defined vocabulary knowledge is one of the most important factors that influence English reading comprehension.

Cameron (2001), Harmon, Wood, Keser (2009), and Linse (2005) in Mofareh Al-Qohtani (2015) state vocabulary as one area of knowledge in language, vocabulary plays a big role for students in obtaining language. The development of learners' vocabulary is an important aspect of their language

development, although it has long been ignored. In English as a Second Language (ESL) and English as a Foreign Language (EFL), to play an important role in skills, a student must be able to master the vocabulary well. Language skills, namely: listening speaking reading and writing. Vocabulary acquisition is very important for the successful use of second languages and plays an important role in the formation of full oral and written texts, Nation (1999), Maximo (2000), Gu (2003), Marion (2008) and Nation (2011). From here, we can understand a language.

In the context of language understanding, vocabulary becomes very important to be mastered by students. Vocabulary mastery is needed to express many ideas and to be able to understand the words of others. Hornby in Mofareh Al-Qohtani (2015) mention vocabulary mastery as complete knowledge or complete skills in vocabulary learning. From the definition above vocabulary mastery means makes a person become an expert in a particular field that is the field of vocabulary incomplete knowledge or great skills. The need for words, desires, and motivations depend on the specificity of their vocabulary knowledge. Therefore the biggest responsibility in increasing vocabulary knowledge is on the students self. Success in expanding vocabulary requires their own interest and motivation in the words of a language. Vocabulary plays an important role in 4 language skills and it should be considered that mastering vocabulary is one of the components of language needed.

Reading habits are an important factor in the success of reading comprehension. Therefore, to expand English reading comprehension, students must improve their reading habits. The habit of reading text, students will be able to expand their vocabulary and ways of thinking to be more creative and perspective. Students can comprehend the text well, smoothly and correctly if every time the students can get the habit of reading their English. Pursuing reading as a habit will make students more intelligent. Practicing reading habits will also improve analytical skills in comprehension task. Other ways to comprehend with reading by making predictions.

Reading habits in the learning process determine students' reading comprehension. From there we get a more effective text. Reading more books will improve our skills in understanding the text we read. A good reader who reads a lot of books will have a better understanding of the text than a bad reader. Reading habits can help students to achieve broad academic achievement. In terms of obtaining this reading habit; they must practice this habit. Reading habits will help students obtaining and gaining meaningful knowledge and good academic achievement in school.

Mathematics, Indonesian and English lessons are subjects tested on the final exam for junior high school. That is one important thing that must know the reasons why the students learn English. English reading comprehension skills are one of the most important factors in student success for English teaching. Reading comprehension is referred to reading comprehension only

if the reader able to understand the meaning of the text. If the reader can read but not understand the meaning of the texts, it means they do not read for understand.

Grellet (1999, p.95) determines comprehension as "understand a written text means extracting the required information from it as efficiently as possible maybe "For example: if there are ads and articles in a scientific journal. In the previous case, the reader ignores unnecessary information and looking for what he is looking for. In the latter case, more detailed information is important to be taken for the reader. Because that understanding above means readers need the ability to find relevant information based on the information specific purpose. Klingner (2007) proposes the reading comprehension is the process of building meaning by coordinating several complex processes including word reading, words, world knowledge, and fluency.

Based on the previous observation, in teaching English learning at MTS NU 1 Kramat Tegal, students have problems with their reading comprehension and lack of vocabulary. Students rarely read English books due to several factors, those are: lack of students interest in learning English so that the students less of pay attention when English lesson. From students learning English especially vocabulary and reading, not only reading and vocabulary but also other skill include writing and speaking. English as a lesson that is very much avoided by students because of the complexity in the

meaning of English word. Most of the students feel tired and bored because some students class of MTS NU 1 Kramat don't know and misunderstand about the meaning and the text of their homework or English assignments. They think that English is very difficult. Most of students cannot understand the meaning of words in the English text and they feel lazy to find them in the dictionary. From all the problems above, mastering and comprehending students in vocabulary and reading are very minimal so that most of students always get the low test score. And also misunderstand about playing ideas of the text, word meaning, identifying of the word, and recognition of generic structure in the genre of text or comprehension treading. In conclusion, the students of MTS NU 1 Kramat Tegal have difficulties in vocabulary and reading.

As what has been explained before, English reading habits and vocabulary can influence English reading comprehension. That is because when students read a lot it can be measured how well students master words and how far they understand text. Based on the explanation above, the writer takes a study related to the problem with the title: "a correlational research between reading habit and vocabulary mastery with reading comprehension", as a correlation study at the second grade of MTS NU 1 Kramat Tegal in the academic year 2019/2020.

B. Identification of the problem

Based on the background of the problem above, the writer identifies some problems. They are:

1. Students are less interested in learning English
2. Students don't pay attention for teacher when learning.
3. Students rarely read English books in class.
4. Some students think don't follow learning English.
5. Students feel lazy to do assignments and they often misunderstand the meaning of English assignment.
6. Lack of enthusiasm students in learning English especially vocabulary and reading.
7. Students in mastering and understanding vocabulary and reading are minimal so students always get low test scores.
8. There is no significant correlation between students' reading habit and reading comprehension.
9. There is no significant correlation between students' vocabulary mastery and reading comprehension.
10. There is no significant correlations between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

C. Limitation of the Problem

In this study, the writer limits the problem about:

1. To find out whether or not there is significant correlation between students' reading habit and reading comprehension.
2. To find out whether or not students' vocabulary mastery has significant correlation and reading comprehension.

3. To find out whether or not there is significant correlations between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

D. Statement of the Problem

Based on the analysis above, the problem of this study are:

1. Is there significant correlation between students' reading habit with reading comprehension?
2. Is there significant correlation between students' vocabulary mastery with reading comprehension?
3. Is there significant correlation between reading habit and vocabulary mastery simultaneously with reading comprehension?

E. Objective of the Research

Based on the statement above, the writer has the objective of the study can be drawn as follows:

1. To find out whether there is significant correlation between students' reading habit with reading comprehension.
2. To find out whether there is significant correlation between vocabulary mastery with reading comprehension.
3. To find out whether there is significant correlation between students' reading habit and vocabulary mastery simultaneously with reading comprehension.

F. Significance of the Research

The writer expects that this study can be useful in increasing the quality of learning English. This study has two kinds of significances. They are practical and theoretical significance.

1. Theoretical Significances

This study can give some recommend for the development of English learning generally and vocabulary and reading especially. This study will be presented the correlational study between reading habit, vocabulary mastery, and reading comprehension.

2. Practical Significances

In practical terms, the results of this study can be useful for students, teachers and other writers.

a. For the Students

- 1) The result of this study can be used as a point for developing students' understanding of reading habit in English to reading comprehension and vocabulary mastery to reading comprehension. The more they read in English the better their vocabulary mastery and reading comprehension will be.
- 2) The result of this study can be used to increase students' reading habit in reading English material of various texts.
- 3) The result can encourage students to have a greater habit of reading English texts.

b. For the Teachers

- 1) This study is expected to provide students with information about vocabulary and reading comprehension.
- 2) This study can be useful for English teachers in teaching-learning reading comprehension.
- 3) This study can be used to improve the quality of teaching-learning reading comprehension in terms of reading English include for vocabulary mastery and reading habit.

c. For Other Researcher

The result of this study can be a reference for other writers in rewriting the correlation between reading habit, vocabulary mastery and reading comprehension at different level of students.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of research and discussion relating to the correlation between reading habits and vocabulary mastery with reading comprehension at MTS NU 1 Kramat Tegal in the Academic Year 2019/2020, the following conclusions could be drawn:

1. There was a significant correlation between reading habit and reading comprehension. It also means that the increase and the higher of reading habit followed by the increase and higher of student's comprehension. It seems that reading habit has high contribution to the ability of reading comprehension (54,61%). Students could improve their reading habit by having more practice and reading English text.
2. There was a significant correlation between vocabulary mastery and reading comprehension. It also means that the increase and higher of vocabulary mastery followed by the increase and higher of students reading comprehension. It seems that vocabulary mastery has high contribution to the reading comprehension (47,20%). Students' vocabulary mastery built by teachers or students. Teacher should have more strategies by increase their vocabulary mastery.
3. There was a significant correlation between reading habit, vocabulary mastery simultaneously with reading comprehension. The correlation was

0,776. It mean that the increase and higher of reading habit and vocabulary master followed by the increase and higher of the reading comprehension. Furthermore, the coefficient of determination that shown between reading habit and vocabulary mastery and reading comprehension was 0,602. It mean that 60,2% variation of the reading comprehension influenced by vocabulary mastery and reading habit, 39,8% influenced by other factors. The percentage of contribution of reading habit and vocabulary mastery was high, so it considered by teachers and students to improve the reading habit and vocabulary mastery for increasing the reading comprehension.

B. Implications

Based on this research result, the researcher would convey useful implications both on theoretical implication and practical implication to improve learning English.

1. Theoretical Implication

Reading habit and vocabulary mastery must be the priority in increasing reading comprehension. Reading habit and vocabulary mastery should be considered by teachers in improving reading comprehension. Vocabulary mastery and reading habit is an important factor for students who want a good result in reading comprehension ability. Besides, the students expected to have good reading habit. The students who has a good vocabulary mastery has better reading comprehension than those who did not. Teacher should motivate their

students for having many vocabularies by reading a lot and tell why the students should have a good reading habit.

A good reading habit as a daily activity, it would help the student to read and to comprehend English text fluently and accurately. It indicated that using reading habits in teaching English would make students increasingly understand reading easily and quickly. To understand the text without knowing all the vocabulary in the text by finding key words. It indicated that using vocabulary mastery in learning English would comprehend and determine how well student were in comprehending the texts. Reading comprehension make students learn through catching the information and getting the new knowledge from the passage they will read. It indicated that using reading comprehension in teaching English will make students are expected to understand a text.

2. Practical Implication

The result of this research used a special references for teachersto improve the quality of teaching and learning process and increase students achievement. Teachers were expected to provide students with information about vocabulary and reading comprehension and to improve the quality of teaching-learning reading comprehension in terms of reading English include for vocabulary mastery and reading habit. Students' were expected for developing students' understanding of reading habit in English to reading comprehension and vocabulary

mastery to reading comprehension. The more they read in English the better their vocabulary mastery and reading comprehension would be.

C. Suggestion

After doing this research, the researcher has some suggestions that would be helpful for the success of the English teaching-learning process in the Senior High School level, especially in teaching vocabulary. The suggestions are as follows:

For the English teacher should know and able to implement in choosing material. The teachers should know what students need to improve students' weakness. English teacher is a motivator and stimulator so the student should support the students' expectations of vocabulary mastery. The teacher should encourage the students to have and use the dictionary as a tool to help them with difficult words, so their vocabulary will increase. And also give a high motivation to the students to read more and more English literature.

English students should have great motivation to learn English. They also need more practice at home or at school to explore their English. Then, they should be creative to find the best way to learn English by themselves because each student has their style of learning. They can learn by using anything method and anything material. using vocabulary and reading skills is an alternative way that can be chosen. It helps them to understand more about the materials and learn more so that they can solve the problem and find a solution.

For the other researcher, this result of the research is expected to be used as input and consideration to the next research. Other researchers can correlate using vocabulary and reading skills to improve other language skills such as writing skills, speaking skills and writing skills in giving more contribution to language teaching.

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