

THE CORRELATION BETWEEN STUDENTS' READING HABITS AND VOCABULARY MASTERY TOWARD THEIR WRITING ABILITY AT TENTH CLASS OF SMAN 2 NGANJUK

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Dinan Izzazi Zatalini¹, Sujono²,
^{1,2} STKIP PGRI Nganjuk, Nganjuk

Abstract— *The objectives of the research are: 1) To measure the level of students' reading habits, vocabulary mastery, and writing ability of tenth class of SMAN 2 Nganjuk in the academic year 2022/2023, 2) To find out the correlation between students' reading habits and vocabulary mastery toward their writing ability of tenth class of SMAN 2 Nganjuk in the academic year 2022/2023. The research using quantitative methods and designed as correlational research. The population of this research consisted of all tenth grade students of SMAN 2 Nganjuk for the academic year 2022/2023. The sample used were 34 students of X-7 class. In collecting data, this research using questionnaire and test. The data analysis technique used are descriptive statistics, inferential statistics using multiple correlation and statistical F-test analysis. The result of this study showed that the reading habit at tenth class of SMAN 2 Nganjuk is in good category with average score is 61,73. The students' vocabulary mastery is in low category with the average score is 58,24. The writing ability of students is standard/average with average score is 63,53. Based on the result of the analysis with significance level 5%, the value of Fcount (8,75) > Ftable (3,30). The alternative hypothesis (H1) is accepted, which means there is a significant correlation between students' reading habit and vocabulary mastery toward their writing ability of tenth class students of SMAN 2 Nganjuk.*

Keywords: *Reading Habit, Vocabulary Mastery, Writing Ability*

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Penulis Korespondensi:

Nama Penulis: Sujono
Program Studi Penulis: Pendidikan Bahasa Inggris
Institusi Penulis: STKIP PGRI Nganjuk
Email: john.bril@gmail.com
Orchid ID: <http://orcid.org/0000-0000-0000-0000>

INTRODUCTION

To master English well, every skill of English must be known and learned by students. Four basic skills in English such as listening, speaking, reading, and writing. The four basic skills are divided into two categories, there are receptive skills and productive skills. Productive knowledge of a word is traditionally defined as what one needs to know about a word in order to use it while speaking or writing (productive channels); receptive knowledge is what one needs to know in order to understand a word while reading or listening (receptive channels), (Crow, 1986:24). Both receptive and productive skills have a strong relation and should be mastered well if someone want a great ability in English. Without listening, no speaking is possible, without reading no writing is possible (Sreena and Ilankumaran, 2018:670). So students must balance between each of these skills. In receptive skills, students should read and listen more to gain information.

Reading habit plays an important role in learning English, especially in mastering vocabulary and writing ability. However, many students lack reading habits, which limits their English language proficiency. There are several factors that make it difficult for English students to have a reading habit: (1) lack of encouragement to read from students; (2) students' environment that does not support to reading; (3) reading in English is not as easy as reading in Indonesian for some students, (4) most students prefer to listen rather than read; and (5) students' lack of knowledge about vocabulary that makes them unable to understand what they read;. One basic problem in writing is students lack of vocabulary which make students do not confidence in expressing their idea. The best way to solve that problem is by reading. The writer using recount text to examine whether or not there is a correlation between students' reading habit, vocabulary mastery and their writing ability. This is because in recount text, students focus on a story that they create based on their experiences so that the vocabulary they use is vocabulary that they have often heard and applied in their daily lives, not vocabulary that is still unfamiliar to them. The writer also wants to encourage students to improve their reading habits and keep reading in their busy lives.

Mastering vocabulary is very important when students want to learn and master a language. Not only get information and understand the correct grammar, reading can also improve students' vocabulary mastery. By reading, students can acquire a lot of vocabulary. This vocabulary will continue to grow as they read more often, thus increasing students' knowledge about anything they want to know. The more often students read, the more vocabulary they master. While reading, mind absorbs and understands each word, which is then memorized, allowing learners to become familiar with the vocabulary they have come across before. As a result of this vocabulary development, students can improve their writing skills. In constructing a sentence, students are not only required to understand grammar and rules in writing, but they also need extensive knowledge of vocabulary. Without a good mastery in vocabulary, students will not be able to create a sentence or text. From there it can be

concluded that in addition to having a relationship with reading, vocabulary mastery is also closely related to students' writing skills.

Writing skill is a skill that belongs to the productive skill category in the four basic skills of English. So that students who master writing skills mean that they are able to create something in the form of ideas from their own minds. When students have a good reading habits they are able to master vocabulary well so they can improve their achievement in writing skills. Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text (Harmer, 1998:68). Writing is not just pouring the contents of the head to be written into a sentence, but it requires a long process to then be able to unite the ideas that arise into a good sentence structure and according to the rules. The lengthy process of producing a piece of writing gives students a poor perception of writing. Some students dislike writing lessons and often produce low grades in writing lessons. This is because some students do not have much vocabulary and have low reading habits. In contrast to students who have good reading habits and vocabulary mastery. They found no significant problems when they asked to produce writing during writing lessons. Such students understand how important it is to master writing skills. They realize that to be able to achieve maximum grades at school they need writing skills, even to continue their studies to a higher level and apply for jobs they need good writing skills. So that when they succeed in preparing and mastering writing skills early, they will also find it easier to realize their goals.

Based on the explanation and some theories, between students' reading habits, vocabulary mastery and writing ability have a correlation. Therefore, the writer would like to know whether students' reading habit have correlation to vocabulary mastery and writing ability of the Indonesian students of English, especially in SMAN 2 Nganjuk. In addition, the writer conducts research entitled, "The Correlation between Students' Reading Habits and Vocabulary Mastery toward Their Writing Ability at Tenth Class of SMAN 2 Nganjuk in the Academic Year of 2022/2023".

The purpose of research are: 1) To measure the level of students' reading habits, vocabulary mastery, and writing ability of tenth class of SMAN 2 Nganjuk in the academic year 2022/2023, 2) To find out the correlation between students' reading habits and vocabulary mastery toward their writing ability of tenth class of SMAN 2 Nganjuk in the academic year 2022/2023.

RESEARCH METHODOLOGY

The research using quantitative methods. In this method, the research is designed as correlational research. This design is one of nonexperimental quantitative research. Furthermore, the research used correlational research that involved three variables.

This research conducted at SMAN 2 Nganjuk on June 2023. Some steps were taken in the research procedure: prepare the research by obtained permission to conduct research from the

headmaster of SMAN 2 Nganjuk. After that conducted an observation and choosing sample. The next step is implementing research by giving questionnaire to measure the students' reading habit, vocabulary mastery test to measure the students' vocabulary mastery and writing assignment to measure the students' writing ability. Then, the data were collecting, processing and analyzing. The last step is concluding the result of research.

Population is the whole object that will or wants to be studied (Syahrums&Salim, 2012:113). The population of this research consisted of all tenth grade students of SMAN 2 Nganjuk. The total number of tenth grade classes in SMAN 2 Nganjuk is ten classes with an average of 35 students per class.

In taking the sample, the researcher applies a convenience sampling technique. In convenience sampling the researcher select participants because they are willing and available to be studied (Creswell, 2012:145). The researcher decided to conducted this research at X-7 because of some considerations, such as the permission from the principal and English teacher of the school to use this class, students convenience to the researcher and students availability to conduct research in their classroom. So the researcher chose X-7 class as a sample of the research that consists of 34 students.

Data collection technique is the technique to obtain data of the research. This research using questionnaire and test as data collection technique. The questionnaire of this research is used to measure the students's reading habits. It consists of 20 statements which are positive and negative statements. The test was conducted twice which the first test was a vocabulary mastery test and the second test was a writing ability test. Multiple choice test are used to measure the students' vocabulary mastery. It consists of 20 questions. To measure students' writing ability, it conducted written test in the form of assignment. The assignment is a recount text writing. Students were asked to write about their personal experiences. For the topic used does not limit so that students are freely to express and create their ideas into the form of recount text with the rules of text composition that they have learned.

In the data collecting stage before data processing, research instruments are needed. This instruments assist researchers in collecting and fulfilling the necessary data. This research uses three types of research instruments which the first is questionnaire, the second is vocabulary test, and the last is writing test in the form of writing assignment. All of these instruments help in measuring data on each variable.

Data analysis is a way of processing data after the data is obtained so that the appropriate numbers are obtained for each variable. The relevant data analysis method for this research is quantitative analysis which uses descriptive and inferential statistics.

Descriptive statistics are statistics that are used to examine data by describing the data as it is. In this research, the data collected from students' reading habit questionnaire, vocabulary mastery test, and writing assignment. In descriptive statistics, the researcher uses mean (M) formula. Mean is an average

value of a group. In this research, mean used to measure the mean of students' reading habit, vocabulary mastery, and writing ability.

Inferential statistics used in this research is to find out the significant correlation between students' reading habits and vocabulary mastery toward their writing ability by using multiple correlation and F-test. Multiple correlation is used to show how strong the correlation between two or more independent variables simultaneously with one dependent variable. The F-test shows whether all independent variables have a significant effect on the dependent variable or not. The F-test used to know the effect of reading habit and vocabulary mastery to writing ability. So, by using analysis inferential it can determined whether the hypothesis is accepted or rejected.

To know whether the hypothesis be accepted or rejected the researcher uses 5% of significance level. F_{count} then will be compared with F_{table} which: If $F_{count} > F_{table}$, H_1 is accepted (there is significant correlation). If $F_{count} < F_{table}$, H_1 is rejected (there is no significant correlation).

H_1 (Alternative Hypothesis) of the research: There is significant correlation between students' reading habits and vocabulary mastery toward their writing ability at tenth class of SMAN 2 Nganjuk in the academic year of 2022/2023.

RESEARCH FINDINGS AND DISCUSSION

Students' scores of reading habit are in the range of 37,5-80. A total of 17 students have reading habit in good category, 15 students have reading habit in fair category, and 2 students have reading habit in bad category. The average of the data after being calculated using the mean formula is 61,73 which the score is good.

Students' scores of vocabulary mastery are in the range of 30-95. A total of 3 students mastered vocabulary in excellent category, 7 students mastered vocabulary in good category, 6 students mastered vocabulary in fair category, and 18 students mastered vocabulary in low category. The average of the data after being calculated using the mean formula is 58,24 which the score is in a low category.

Students' scores of writing ability are in the range of 43-92. A total of 1 student have writing ability in excellent category, 1 student in very good category, 8 students have writing ability in good category, 8 students have writing ability in average category, 14 students have writing ability in fair category, and 2 students have writing ability in poor category. The average of the data after being calculated using the mean formula is 63,53 which the score is in an average category.

From the data analysis, it obtained that the correlation between writing ability and reading habit (Y and X_1), $r_{X_1Y} = 0,30336$. After consulted with r_{table} with significant level 0,05 the value of $r_{count} < r_{table}$ ($0,30336 < 0,3390$). It means that there is no correlation between reading habit and writing ability. The correlation between writing ability and vocabulary mastery (Y and X_2), $r_{X_2Y} = 0,74875$. After consulted with r_{table} with significant level 0,05 the value of $r_{count} > r_{table}$ ($0,74875 > 0,3$). It means that there is a

correlation between vocabulary mastery and writing ability. The correlation between reading habit and vocabulary mastery (X_1 and X_2), $r_{X_1X_2} = 0,20737$. After consulted with r_{table} with significant level 0,05 the value of $r_{count} < r_{table}$ ($0,20737 < 0,3390$). It means that there is no correlation between reading habit and vocabulary mastery.

After conducting research and analyzing the data, it reveals the following discussion to answer the research questions. From the classification, tenth class students of SMAN 2 Nganjuk have a good reading habit. This statement can be concluded based on the calculation of the students' average score for each participant. In detail, average students are used to reading English. Most of them read book, magazine, newspaper or anything every day. But they are not also do reading activities before the lesson starts or spend 15-30 minutes on reading. The majority students think that reading is fun. They read because they think that reading is one of the activities that can reduce boredom. Some students think that it is more fun to do reading activities than playing. Most of them fill their free time by reading entertainment readings. Students will choose the book they want to read by reading the cover and the first page and they like to read a random book not only from their favorite author. The students are addicted when reading novels or fiction story. They feel immersed in the story and want to finish it immediately. But just several students finish the English books they find and like even in the past year. Most students will be interested in reading when they found a magazine cutting, newspaper headline or book title but they are not take an actions when there are nothing to read. Only a small percentage of students that found vocabulary difficulties in understanding English reading. Most of them will look for meaning relationship and adjust to the context of the sentence when faced difficult vocabulary.

Based on the calculation score of students' vocabulary test, it known that tenth class students of SMAN 2 Nganjuk have a low vocabulary mastery. In detail, some students are not able to answer questions with a high difficulty scale. Most students still found a difficulties in answer vocabulary questions about verb, adjective, and adverb. They still confused in distinguishing the usage of verb, adjective, and adverb in a sentence. This is because many vocabularies are still unfamiliar to them so that they still find it difficult to apply them into a sentence. In synonym and antonym questions, most students answered it correctly. Only a few students answered the questions incorrectly.

The writing ability in tenth class of SMAN 2 Nganjuk is average or standard. From the three writing aspect by Hyland, the higher students' average score is in format and content aspect. Most students have fulfilled the writing assignment requirement of 100 words or more. They use good idea and good use of relevant information. They also proper in developed idea. But there are some students who still do not understand the concept of the story they want to write. The next aspect is sentence construction and vocabulary. Some students have use wide variety of correct setences effectively. Some other students are still lacking in using tenses and word form mastery especially in writing recount text. They forgot the grammar rules and generic structure of recount text so they repeated the same error.

The last aspect is organization and coherence. The assignments of each participant have a message that easy to understand, but the way they form in a writing are still confused. Most of students also still lack in using transitions. They use the repeated transitions. They are need to be more confident in writing, so that the writing they produced will be better.

In this research, the researcher firstly measure the correlation between reading habit (X_1) and writing ability (Y), vocabulary mastery (X_2) and writing ability (Y), reading habit (X_1) and vocabulary mastery (X_2) using simple correlation by Pearson to determine the coefficient of r_{x_1y} , r_{x_2y} , and $r_{x_1x_2}$. When consulted with r table, there is no correlation between reading habit (X_1) and writing ability (Y) and also no correlation between reading habit (X_1) and vocabulary mastery (X_2), but there is a correlation between vocabulary mastery (X_2) and writing ability (Y). After obtained the coefficient of each correlation, then it applied to the multiple correlation to determine the the $R_{X_1X_2Y}$. From the calculation, the value of $R_{X_1X_2Y}$ is 0,5916. Then it can calculate the F_{count} . The calculation of F-test formula, obtained $F_{count}= 8,75$ and $F_{table}= 3,30$ which F_{count} bigger than F_{table} ($8,75>3,30$) with a significant level (α) of 5% so that H_0 is rejected and H_1 is accepted. Which means that the hypothesis proposed by the researcher is accepted. The hypothesis in question: there is a significant correlation between students' reading habit, vocabulary mastery, and writing ability of tenth class of SMAN 2 Nganjuk in the academic year 2022/2023.

CONCLUSION AND RECOMMENDATION

The researcher obtains some conclusions after conducting the research, as follows: 1) The result of data collection and analysis show that the reading habit in tenth class of SMAN 2 Nganjuk is good. This can be seen from the average score of the students reading habit questionnaire which is 61,73. Looking at the category table from Arikunto, the score can be categorized as good. 2) The result of the vocabulary mastery test that have been analyzed show that vocabulary mastery in tenth class of SMAN 2 Nganjuk is low. This is proven by the average score of students vocabulary mastery test which is 58,24. In the category table, the score is categorized as low. Some students are not able to answer questions with a high difficulty scale. 3) The writing ability in tenth class of SMAN 2 Nganjuk is average or standard. This can be seen from the average score of the students' recount text writing assignment which is 63,53. The score is categorized as average or standard. There are still many students who forgot the rules in writing recount text. 4) There is no correlation between reading habit and writing ability in tenth class of SMAN 2 Nganjuk. This is proven by the value of r_{x_1y} that is lower than the r_{table} with 95% confidence. 5) There is a correlation between vocabulary mastery and writing ability in tenth class of SMAN 2 Nganjuk. With 95% confidence, the value of r_{x_2y} is higher than the r_{table} . 6) There is no correlation between reading habit and vocabulary mastery in tenth class of SMAN 2 Nganjuk. This is proven by the value of $r_{x_1x_2}$ that is lower than the r_{table} . 7) There is a significant correlation between

students' reading habit and vocabulary mastery toward their writing ability in tenth class of SMAN 2 Nganjuk in the academic year 2022/2023. The data analysis shows that F_{count} of the correlation between students' reading habit, vocabulary mastery and writing ability applied to the sample is 8.75, and consulting to the F_{table} with 95% confidence level and the subjects 34 is 3,30. It means that the result obtained from F_{count} is higher than F_{table} . Therefore the researcher concludes that there is a significant correlation between students' reading habit (X_1) and vocabulary mastery (X_2) toward their writing ability (Y) at tenth grade of SMAN 2 Nganjuk.

There are also several recommendation that the researcher gives. They are: 1) Students should be more active in enriching new information. Most students still lack confidence in writing due to a lack of understanding of the material and vocabulary mastery. Students should read more, start learning to read critically, enrich the vocabulary that is new to them, remember and apply it in writing. 2) Regarding students' reading habits from the research, teachers should pay more attention to students' reading habits by increasing their reading activities, especially English reading. 3) Schools should implement some reading programs where the program is not limited to reading only but also reading other languages, especially English. This will help students to enrich their language knowledge. 4) The researcher of the future is advised to look into not only the same field of study but also a different field that might be related. It is also anticipated that additional researchers would conduct comparable studies in a larger population in order to cover all informational bases. There should be a wider generalization and a larger population as a result.

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