**THE INFLUENCE OF READING HABIT TOWARD VOCABULARY MASTERY AT THE SECOND SEMESTER STUDENTS OF MUHAMMADIYAH UNIVERSITY OF PURWOREJO IN THE ACADEMIC YEAR 2012/2013**

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**Abstract**

This study is descriptive quantitative research. The aim of this research is to find out whether there is any influence of reading habit toward vocabulary mastery and to know whether reading habit gives positive contribution towards the students vocabulary mastery at the second semester of English department of Muhammadiyah University of Purworejo or not. The result of this research shows that the correlation between the students reading habit and students vocabulary mastery at the second semester of English Department of University Muhammadiyah of Purworejo is very high. It is proven from the result of correlation coefficient product moment. shows that observed r (0. 854 ) it is includes to the table interpretation between 0.800 till with 1.000 in the level of very high interpretation. And based on the coefficient of regression in $t\_{value}$=12.700 is more than $t\_{table}$= 2.000, so it is significant. It means the English vocabulary mastery score will rise if the students’ reading habit score rises.

**Key words : Influence, Reading habit, Vocabulary mastery.**

1. **Background**

English is an International Language, which should be mastered by everyone. People use English to communicate with people from other countries. In Indonesia, English is used as the first foreign language that to be taught from elementary school to the university. The process of English teaching and learning at the university in particular covers the four basic language skills; they are listening, speaking, reading and writing. Other language components such as spelling, pronunciation, vocabulary, and grammar are also taught to support the acquisition of the four basic language skills.

Reading is a very complex process which requires an active participation on the part of the reader. Reading involves many complex skills that have to come together in order for the reader to be successful. For example, proficient readers recognize the purpose for reading, approach the reading with that purpose in mind, use strategies that have proven successful to them in the past when reading similar texts for similar purposes, monitor their comprehension of the text in light of the purpose for reading, and if needed adjust their strategy use. Proficient readers know when unknown words will interfere with achieving their purpose for reading, and when they will not. When unknown words arise and their meaning is needed for comprehension, proficient readers have a number of word attack strategies available to them that will allow them to interpret the meaning of the words to the extent that they are needed to achieve the purpose for reading.

Vocabulary, on the other hand, is an important part in a language. Therefore, English learners must acquire vocabulary. Hornby (1995:1331) said that vocabulary is the total number of words in language. Words are used by people to explain their thoughts. So, we can communicate the ideas more effectively.

In this thesis, the focus will be on the influence of reading habit toward vocabulary mastery of the second semester students. The results of this research should be able to open their mind towards the importance of reading to improve their vocabulary mastery and perhaps could motivate them to read more.

1. **Method**

This research was carried out on May 17th 2013. This research is a descriptive quantitative research. The research was conducted at Muhammadiyah University of Purworejo. The population of this research is the second semester students of Muhammadiyah University of Purworejo in the academic year 2012/2013. The total of the second semester students is 224 students divided into 8 classes. The researcher takes 62 students of II A and II B class as the sample. In gathering the data, the researcher uses questionnaire and documentation. The questionnaire is used to get the data on the students’ reading habit. The questionnaire consists of 25 statements. Meanwhile, the data on the students’ vocabulary mastery is taken from the score of mid term test from the lecturer of vocabulary in the second semester in the academic year of 2012/2013. For the technique of the data analysis, the researcher used descriptive analysis (mean, mode, median, standard deviation, variance, the low score and the highest score) and the inferential analysis (test of normality, test of homogeneity, and the test of hypothesis).

1. **Findings Research**

The table below is the summarized scores of the students’ reading habit and students’ vocabulary mastery.

Table 1.

Table of Descriptive Analysis of the Students’ Reading Habit and the Students’ Vocabulary Mastery

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Source  | H | L | R | M | Me | Mo | T | s | SD |
| Reading habit | 90 | 40 | 50 | 58.85 | 55 | 40 | 3649 | 231.31 | 15.21 |
| Vocab. Mastery  | 85 | 40 | 45 | 60.42 | 57 | 56 | 3746 | 143.49 | 11.98 |

The highest score of the students’ reading habit at the second semester students of Muhammadiyah University of Purworejo was 90 and the lowest score was 40. The mean was 58.85, the median was 55, the modus was 40, the range was 50, the standard deviation was 15.21, and the variance was 231.31. Based on the categories, the mean score is the 58.9, it can be concluded that the students’ reading habit of the second semester students of Muhammadiyah University of Purworejo in the academic year 2012/2013 is in sufficient level at range of 50-65.

The highest score of the students’ vocabulary mastery at the second semester students of Muhammadiyah University of Purworejo was 85 and the lowest score was 40. The mean was 60.42, the median was 57, the modus was 56, the range was 45, the standard deviation was 11.98, and the variance was 143.49. Based on the categories, the mean score is the 57, it can be concluded that the students’ vocabulary mastery of the second semester students of Muhammadiyah University of Purworejo in the academic year 2012/2013 is in sufficient level at range of 50-65.

The result shows that the correlation (0.854) is more than rtable (0.254), it means that there is significant influence on students’ reading habit toward the students’ vocabulary mastery in the academic year 2012/2013 . Based on the coefficient of regression in $t\_{value}$=12.700 is more than $t\_{table}$= 2.000, so it is significant. It means that there is a positive contribution on students’ reading habit toward the students’ vocabulary mastery in the academic year 2012/2013.

1. **Conclusion**

Based on the result of this study, some conclusions can be drawn as follows:

1. According to the result of the computation correlation shows that the value of correlation is 0.854, it means that there is significant influence on students’ reading habit toward the students’ vocabulary mastery in the academic year 2012/2013.
2. According to the coefficient of regression in $t\_{value}$=12.700 is more than $t\_{table}$= 2.000, so it is significant. It means the English vocabulary mastery score will rise if the students’ reading habit score rises. The higher level of the students’ reading habit the higher level of their English vocabulary mastery. On the contrary, the lower students’ reading habit the lower level of their English vocabulary mastery. The researcher concludes that the hypothesis which stated in chapter II is answered, that there is a positive contribution on students’ reading habit toward the students’ vocabulary mastery in the academic year 2012/2013.

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