


THE CORRELATION BETWEEN STUDENTS HABIT
IN READING ENGLISH AND VOCABULARY ACHIEVEMENT IN SMA
UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: December 6,2020 Revised: December 6,2020 Accepted:December 12,2020 Published: January 19,2021</p> <p>Keywords: Correlation Reading Habit Vocabulary Achievement</p>	<p>This study aims to determine the correlation between students' reading habits in English and vocabulary achievement at the second grade (IPA) of SMA Unismuh Makassar. In this study, using the correlation description method, which consists of two instruments in collecting data, namely questionnaires and tests. This research was conducted in a class at SMA Unismuh Makassar where the sample chosen by the researcher was class two science consisting of 27 students in one class. The results in this study indicate that variable X to variable Y has a correlation with the degree of the correlation, namely a weak correlation in the form of a negative correlation. The negative correlation is the higher the variable X, the lower the Y variable and vice versa. The data analysis calculation of r is the lower r-table (-0.287 <0.3809). This means that there is no significant correlation between students' reading habits in English and vocabulary achievement. In other words, hypothesis H0 is accepted and hypothesis H1 is rejected.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Vocabulary is generally defined as the main key of conversation in English. One aspect of language and is the most important part of language as a means of communication. According to Laufer (2003) vocabulary is the brain of learning in language use. It was explained that vocabulary is important because it is the most important skill that students must master. Meanwhile, habit is a general action that is carried out by humans continuously. According to Sujatmiko (2014) habits are repeated actions in the same form that are done consciously and have clear goals. People do this habit if they like it so that it is done repeatedly.

Students' vocabulary achievement is a major factor in learning English. In the curriculum, vocabulary attainment is very important. Based on English subjects, the 1994 curriculum in Indonesia describes the objectives of teaching English so that students can

communicate in English. Students must achieve the words for the junior high school level, and 2,500 words for the high school level. For most English subjects at the secondary school level, vocabulary is often a problem. The lack of vocabulary greatly influences the mastery of four English skills, especially in reading.

Knowledge of vocabulary plays an important role in reading comprehension. Vocabulary and reading cannot be separated, because they are very closely related. Vocabulary is very important for reading comprehension. Readers cannot understand what they are reading without knowing what most of the words mean. When students read English reading texts, there are many words that are difficult to understand, so vocabulary plays an important role to know. According to Hirsch, E.D. (2003) Vocabulary experts agree that adequate reading comprehension depends on a person already knowing between 90 and 95 percent of the words in a text. Readers who do not recognize at least 90 percent of the words will not only have difficulty understanding the text, but they will miss the opportunity to learn new words.

Teaching English is now a challenge from before. To help students master language skills and in improving language skills, teachers must prove teaching good qualities that are encouraging and interesting. Reading books are provided in 'native language', which is used in the original settings where foreign languages are used. Based on the lecturer / teacher's explanation, they should prefer to use English reading books as an additional source for their teaching activities.

RESEARCH METHOD

This research method is a method that will be used to investigate a problem. In this case, the researcher used the descriptive correlation method to investigate the correlation problem between students' reading habits in English and vocabulary achievement. To obtain population data in this study were class XI students of SMA Unismuh Makassar in the academic year 2020/2021, which consisted of two classes totaling 63 students. From the social studies class there are 30 students while from the science class there are 33 students. In this study the researcher will only take 27 students as a sample, namely from class II IPA SMA Unismuh Makassar. In this study, researchers conducted an online-based research using sampling technique.

The research instruments were a questionnaire and a vocabulary test. In the study there were two types of instruments, for the questionnaire students were asked to fill in the columns that the researcher had prepared with several categories such as strongly agree, agree, neutral, disagree, and strongly disagree. The statement given to this student is related to the reading habits of students at school and outside of school. As for the vocabulary test, students will be given questions totaling 20 numbers, then students can answer through the reading given, namely reading narrative text in the form of a short story. The benefit of the reading

given to students is that students can find new words and with new words students can find out the meaning of the words encountered from the reading and it is likely that students who are trained to read English texts through questions or short stories, students' vocabulary can be increased.

In the collecting data the researcher uses a list of questions and vocabulary tests as a technique for gathering data for research. Questionnaires are used to obtain data for students' reading habits in English, while tests are used to collect vocabulary data.

In analyzing data from the reading habit and vocabulary achievement like : (a) Collect individual scores from each student's vocabulary achievement scores, (b) Classify student responses in questionnaire of students' habit into five Likert scales, (c) Classifying the students' score in questionnaire of students habit and vocabulary achievement score into five scales, (d) Calculating the percentages of the students' score in questionnaire of students' habit and vocabulary achievement, (e) Classifying the students' percent in questionnaire and vocabulary test, (f) Calculating the mean score and (g) Calculating the correlation of both variable. In knowing the relationship between students' habits in reading English and vocabulary achievement, researchers applied the product moment correlation.

RESULT AND DISCUSSION

A. RESULT

1. Analysis the Classification of students' habit in vocabulary achievement

Table 1. Categorization of students' habit

No	Score	Categories	Frequency	Percent %
1.	90 - 100	Very Good	0	0
2.	70 - 89	Good	24	92.59%
3.	50 - 69	Fair	2	7.40%
4.	30 - 49	Poor	0	0
5.	10 - 29	Very Poor	0	0
TOTAL			27	100

The table shows that there are 27 people. Based on data analysis using the calculation of the percentage of the Gay formula, the results showed that of the 27 second grade students of IPA Unismuh Makassar there are 2 students with very low habit category with a percentage of 7.40%, and 25 students in very high category with percentage of 92.59%. The level of student habit in reading English reading in English is very high with a frequency of 27 with a percentage of 92.59%. This means that most second graders of science enjoy and like reading English.

2. Classification analysis of students' vocabulary achievement

Table 2. Categorization of student's vocabulary achievement

No	Score	Category	Frequency	Percent %
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1.	90 – 100	Very good	0	0
2.	70 – 89	Good	16	59.25%
3.	50 – 69	Fair	7	25.92%
4.	30 – 49	Poor	4	14.81%
5.	10 – 29	Very poor	0	0
TOTAL			27	100

Based on data analysis using the calculation of the percentage of the Gay formula, it shows that of the 27 second grade science students of SMA Unismuh Makassar there are 16 students in the intermediate category vocabulary achievement with a percentage of 59.25%, 7 students in the low category vocabulary achievement with a percentage of 25.92%, 4 students very low category vocabulary achievement with a percentage of 14.81% and students in the medium category vocabulary achievement with a percentage of 59.25%. The level of student vocabulary achievement is intermediate frequency 16 and the percentage is 59.25%. That is, most students reach their current vocabulary with the habit of reading English.

3. Analysis the Classification of correlation between students' habit and vocabulary achievement

After calculating the total score of the variables, students' habit (X) and vocabulary achievement (Y) the researcher was carried on to investigate the correlation between both of them. This was analyzed by using pearson product moment. The pearson product moment correlation was simbolize with r. Getting the score of r, firstly the score of $\sum XY$, $\sum X$, $\sum Y$, $\sum X^2$, and $\sum Y^2$ were found out.

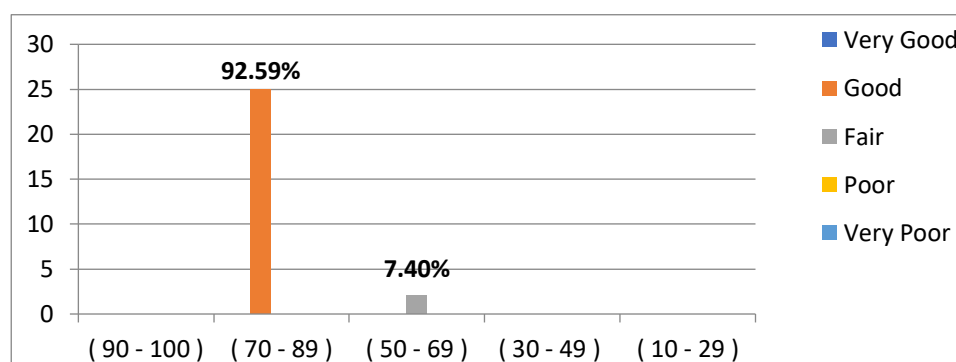


Figure 1. correlation between students' habit and vocabulary achievement

This graph shows that most of the second grade students of IPA Unismuh Makassar like to read English literature. It is presented in a graph with a very high score of 27 students with a percentage of 92.59%. After the percentage of students was classified the researcher would be analyzed the main score of student questionnaire

DISCUSSION

1. Students' habit of reading in English

This questionnaire consists of 27 statement numbers to analyze students' English reading habits. After analyzing the data on the English reading habits of students of class X1 IPA SMA Unismuh, the mean value (\bar{X}) was 82. This indicates that the value is high. The maximum and minimum scores are 87 and 67. These results indicate that most students enjoy reading in English as their way of learning English.

2. Vocabulary achievement

This vocabulary test consists of 20 multiple choice numbers to analyze students' vocabulary attainment. After analyzing the vocabulary learning outcomes of class XI students of SMA IPA Unismuh Makassar, the mean value (\bar{y}) = 69 was obtained. This shows that the value was moderate. The maximum and minimum scores are 100 and 30. That is, most students reach their current vocabulary from reading habits in English. These results indicate that students enjoy using this method for the achievement of their vocabulary. These results indicate that students who like to read in English are able to master a lot of vocabulary, so their scores are moderate.

3. Correlation between students' watching English reading habit and vocabulary achievement

The result of the correlation between the students' reading habits in English and vocabulary achievement was - 0.287. That is the correlation between student habits and vocabulary achievement at SMA Unismuh Makassar class XI IPA which is lower than r-table because $r < r_{table}$ while r_{table} is 0.3809.

The above results are supported by (National Endowment for the Art, 2007). When students form good reading habits, they will have good vocabulary skills that can improve their reading achievement. From the research conducted by Clark and Zoysa in 2011, it was also stated that students who have good reading habits will also have good vocabulary achievement. So it can be concluded that the increase in student vocabulary or the achievement of student vocabulary can be seen from their reading habits. The more diligently they read text in English, the better the vocabulary they know and vice versa.

CONCLUSION

So it can be concluded that variable X to variable Y has a correlation at the level of correlation, namely a weak correlation in the form of a negative relationship. The negative result is that the higher the X variable, the lower the Y variable and vice versa, the higher the Y variable, the lower the X variable, which was weak correlation. This correlation was evidenced by the students' English reading habits score of 92.59% and the students' vocabulary achievement of 59.25%. From the results of data analysis, the alternative hypothesis H_0 is accepted and the hypothesis H_1 is rejected. This is because the calculated r value is smaller than the r table ($-0.287 < 0.3809$). This means that there is no significant correlation between students' reading in English habits and vocabulary achievement.

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