CORRELATION BETWEEN ENGLISH READING HABIT AND VOCABULARY MASTERY AT ELEVENTH GRADERS OF SMAN 1 PALANGKA RAYA

THESIS

BY
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STUDY PROGRAM OF ENGLISH EDUCATION
2018 M/1440 H

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THESIS

Presented to
State Islamic Institute of Palangka Raya
In partial fulfillment of the requirements
for the degree of *Sarjana* in English Language Education

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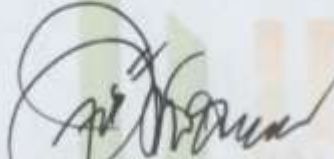**2018 M/1440 H**

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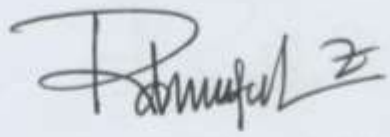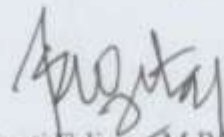
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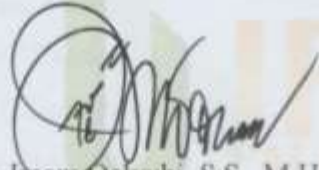
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PERSETUJUAN PEMBIMBING

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                              Mastery at Eleventh Graders of SMAN 1 Palangka Raya.

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Day   : Thursday

Date   : October 25th, 2018 M/ 16 Shafar 1440 H

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MOTTO AND DEDICATION

"They plan and Allah plans.

Surely, Allah is the best of planners."

This Thesis is dedicated to:

My beloved Father H. Rojiannor BK, My beloved Mother Hj. Marhamah and my beloved Brother Zainuddin Nafarin, M. Fajrur Rahman, M. Mulki Najib. Thanks for your valuable endless prayer, sacrifice, motivations, and support.

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.

2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.

3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 9th, 2018
Yours Faithfully

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ABSTRACT

Laili, N. R. 2018. *Correlation between English Reading Habit and Vocabulary Mastery at Elevent Graders of SMAN 1 Palangka Raya.* Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors (I) Dr. Imam Qalyubi, M. Hum., (II) Akhmad Ali Mirza, M.Pd.

Key words: reading habit, vocabulary mastery

The aim of the research was to find out: the correlation between English reading habit and vocabulary mastery in SMAN 1 Palangka Raya. This study was focused to find out the correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

The research type was correlation design with quantitative. In collecting the data, the researcher used questionnaire and multiple choice tests. The population of the research were the eleventh grade students of SMAN 1 Palangkaraya. The sample of the research consisted of 71 students. The technique of sampling was cluster random sampling. The technique in data collecting of English reading habit used questionnaire. The technique in data collecting of vocabulary mastery used multiple choice tests. The technique of data analysis used the Pearson product moment.

The research findings showed that: (1) English reading habit at eleventh graders of SMAN 1 Palangka Raya is in fair category. There are 46 students or 64.79% averagely got scores between 57-80. (2) The students' mastery in vocabulary is in good category with the mean score of vocabulary mastery test is 74.11. (3) There is positive correlation in low category between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya which is the value of $r_{xy} = 0.383 > r_{table} = 0.237$. The alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. The finding of this research, there is positive correlation in low category between English reading habit and vocabulary mastery.

ABSTRAK

Laili, N. R. 2018. Hubungan antara Kebiasaan Membaca dalam Bahasa Inggris dan Penguasaan Kosa Kata pada Siswa Kelas 11 di SMAN 1 Palangka Raya. Skripsi tidak diterbitkan. Jurusan Pendidikan Bahasa. Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya. Pembimbing (I) Dr. Imam Qalyubi, M. Hum., (II) Akhmad Ali Mirza, M.Pd.

Kata kunci: kebiasaan membaca, penguasaan kosa kata

Tujuan dari penelitian ini adalah untuk mengetahui: Kebiasaan Membaca Bahasa Inggris dan Penguasaan Kosa Kata di SMAN 1 Palangka Raya. Penelitian ini fokus untuk mengetahui hubungan antara kebiasaan membaca bahasa Inggris dan penguasaan kosa kata pada siswa kelas 11 di SMAN 1 Palangka Raya

Penelitian ini adalah penelitian bersifat korelasi dengan kuantitatif. Dalam mengumpulkan data, peneliti menggunakan kuesioner dan tes pilihan ganda. Populasi penelitian adalah siswa kelas sebelas SMAN 1 Palangkaraya. Sample penelitian terdiri dari 71 siswa. Metode pengambilan sampel adalah metode cluster random sampling. Teknik pengumpulan data kebiasaan membaca bahasa Inggris menggunakan kuesioner. Teknik pengumpulan data penguasaan kosakata menggunakan tes pilihan ganda. Teknik analisis data menggunakan korelasi Pearson product moment.

Hasil penelitian menunjukkan bahwa: (1) Kebiasaan membaca bahasa Inggris pada siswa kelas 11 di SMAN 1 Palangka Raya termasuk dalam kategori sedang. Ada 46 siswa atau 64.79% rata-rata mendapat skor antara 57-80. (2) Penguasaan siswa dalam kosakata berada dalam kategori baik dengan skor rata-rata tes penguasaan kosakata adalah 74.11. (3) Ada korelasi positif dalam kategori rendah antara kebiasaan membaca bahasa Inggris dan pengusaan kosakata pada siswa kelas 11 SMAN 1 Palangka Raya yang merupakan nilai $r_{xy} = 0,383 > r_{tabel} = 0,237$. Temuan penelitian ini, adanya korelasi positif dalam kategori rendah antara kebiasaan membaca dalam bahasa Inggris dan penguasaan kosakata.

ACKNOWLEDGMENTS

The researcher would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. *Sholawat* and *salam* always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.
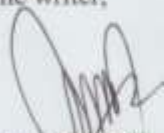
Her appreciation is addressed to:

1. Director of IAIN Palangka Raya, Dr. Ibnu Elmi A.S. Pelu, S.H., M.H., for his direction and permission of conducting this thesis.

2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Drs. Fahmi, M. Pd., for his invaluable assistance both in academic and administrative matters.

3. Vice Dean in Academic Affairs, Dra. Hj. Raudhatul Jennah, M. Pd., for her invaluable assistance both in academic and administrative matters.

4. Chair of Language Department, Santi Erliana, M. Pd., for her invaluable assistance both in academic and administrative matters.

5. Chair of English Study Program, M. Zaini Miftah, M. Pd., for his invaluable assistance both in academic and administrative matters.

6. Dr. Imam Qalyubi, S.S., M.Hum., as the first advisor and Akhmad Ali Mirza, M.Pd., as the second advisor for their generous advice, valuable guidance and elaborated correction during the completion of her thesis.

7. Both the members of the board of examiners, for their corrections, comments and suggestions which are profitable to the accomplishing of this thesis.

8. All lecturers of Study Program of English Education from whom she got in-depth knowledge of English and English teaching.

9. The headmaster, all teachers and staffs of SMAN 1 Palangka Raya.

10. The principal of elevent grade students for their participants to complete her research at SMAN 1 Palangka Raya.

11. Her classmates of Study Program of English Education, especially the 2014 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish her study.

12. Her beloved parents, H. Rojiannor BK and Hj. Marhamah, for their moral support and endless prayer so that she is able to finish her study.

13. Her beloved best friends, Siti Komariah, Maria Ulfah, Riyanti Fatmala Sari, and Sumiati for spirits, support, friendship and togetherness that we will not forget.

Palangka Raya, October 9th, 2018
The writer,

Nur Rifa Laili
NIM 1401120978

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LIST OF ABBREVIATIONS

Df   : Dedree of Freedom

SD   : Standart Deviation

Ha   : Alternative Hypothesis

Ho   : Null Hypothesis

SPSS   : Statistical Package for the Social Sciences

SMAN   : Sekolah Menengah Atas Negeri

IAIN   : Institut Agama Islam Negeri

EED   : English Education Department

UMY   : Universitas Muhammadiyah Yogyakarta

CHAPTER I

INTRODUCTION

This section describes; background of the study, research problem, objectives of the study, hypothesis of the study, assumption, scope and limitation of the study, significance of the study and definitions of the key terms.

A. Background of the Study

Vocabulary is important aspect in learning a foreign language. It is one element that links the four skills of listening, speaking, reading and writing altogether. In order to communicate well in a foreign language, students would acquire a sufficient number of words and know how to use them accurately. It is a crucial component in acquiring and understanding language. When students read something, it will sound good if they understand the words or vocabularies in a reading text. It will help and guide them in pronouncing, reading, and grasping the idea from the students' reading, they will understand better. According to Anthony (1978, p.5), if the mastery of words or vocabulary much, they can help students in increasing their speaking, listening, writing, and reading ability. By mastering vocabulary, students will know the meaning of vocabulary in the context and also help to avoid making mistake in reading a text.

Reading is a way of making meaning from printed or written materials which require the reader to be an active participant (Foluke, 2012, p.153). Reading is one of the ways in which activities can increase student vocabulary. According to Inderjit (2014, p.71), reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students. Moreover, Thanuskodi (2011, p.1) also explained the impact of reading in people's lives. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion.

In countries where English is learned as a foreign language, such as Indonesia, the ability to read in English is usually considered as an important skill especially for those who are learning English as their major study. They are engaged a lot of texts or references written in English. Consequently, having good skills in reading English texts is demanding and establishing good reading habits in English is significant as well. Gaona et al (2011, p.59) explained the indicators of reading habit. They were attitude toward reading, reading frequency, books read, time spent, and motivation.

Based on the experience of researchers on teaching practice, teacher in this school use English in learning process. There are some students who do

not understand well. Based on the observation, the students used to read every morning in SMAN 1 Palangka Raya. This activity is "Literasi". This activity is expected to foster interest in reading students. By reading books, students get a lot of knowledge, information, and are used to reading text, one of which is text or an English book. There are some students who have a habit of reading English text like novels, comics, articles and books that use English and some students have difficulty reading English text. Therefore, the researchers find some problems. They do not want to read in English because some students find it difficult to understand the text. Another problem, students may encounter is foreign vocabulary, thus making it difficult to understand the meaning of the text. In addition, reading provides many benefits for students. The advantage of reading in English is to develop and improve the vocabulary of students. Automatically, reading habits in English give impact to students' vocabulary mastery.

However, the problem in this research is limited to only on finding the correlation between English reading habit and vocabulary mastery. In this research, researchers took the subject at eleventh grades in SMAN 1 Palangka Raya. Based on the reasons, the researcher does this study with the title: "Correlation between English Reading Habit and Vocabulary Mastery at Eleventh Graders of SMAN 1 Palangka Raya".

B. Research Problem

1. How is the English reading habit at eleventh graders of SMAN 1 Palangka Raya?

2. How is the vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya?

3. Is there any correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya?

C. Objectives of the Study

Referring to the research questions above, the objectives of this study are:

1. To describe the English reading habit at eleventh graders of SMAN 1 Palangka Raya.

2. To describe the vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

4. To find out correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

D. Hypothesis of the Study

There are two hypotheses on this study; the researcher should propose Alternative hypothesis (H_a) and Null hypothesis (H_o) as follow:

1. Alternative hypothesis (H_a): There is a significance correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

2. Null hypothesis (H_o): there is no significance correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

E. Assumption

The more students to read some books it can increase their English vocabularies mastery by the students. This research had significance correlation between English reading habit and vocabulary mastery.

F. Scope and Limitation of the Study

Scopes in this research from the eleventh grade students of SMAN 1 Palangka Raya. Limitation of this research was only on the English reading habit and vocabulary mastery. In vocabulary mastery, this research focused on meaning, synonym, antonym, and appropriate word for the context. In reading habit, this study focused on six indicators. There are attitude toward reading, reading frequency, books read, time spent, and motivation.

G. Significance of the Study

This research had some benefits in the study of English. There are two kinds of benefits in this research as follows:

1. Theoretical benefits

The result of this study hopefully gives some useful information about reading habit and vocabulary mastery. This study also presents the description and correlation between students' reading habit and their vocabulary mastery among eleventh graders of SMAN 1 Palangka Raya.

2. Practical benefits

   a. For Students

   The result of this research hopefully used as a starting point to develop students' understanding about English reading habit and it will motivate them to read more than they do before and encourage them to learn English by reading a lot of books to improve their vocabulary.

   b. For the teachers

   The result of this study hopefully used by teachers to make their students have good reading habit and improve their students' vocabulary mastery in teaching process.

   c. For the other researcher

   The finding of the research hopefully useful as the source of their reference and it is also useful to inform the readers about correlation between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya

H. Definitions of the Key Terms

1. Correlation

   Correlation is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction (Ary et al, 2010, p. 351).

2. Reading Habit

   Reading is a way of making meaning from printed or written materials which require the reader to be an active participant (Foluke, 2012, p.153). Habit of reading is established by having frequent repetition of reading practices in a course of time (Iftanti, 2012, p.150).

3. Vocabulary Mastery

   Vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly in the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance (Krashen et al, 1995, p.55).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes about the literature of the research such as the related studies, reading habit and vocabulary mastery.

A. Related Studies

There are several previous studies that related with this research. The first previous study written by Cintya Hadi Iswara (2016) about the correlation between the habit of reading journal articles and 2013 EED of UMY students' vocabulary mastery. The purpose of the research to find out the habit of reading journal article of the students in EED of UMY students' batch 2013, reveal the vocabulary mastery of the students in EED of UMY students' batch 2013 and identify the correlation between the habit of reading journal article and 2013 EED of UMY students vocabulary mastery. The finding is positive correlation between reading habit of reading journal article and 2013 EED of UMY students vocabulary mastery. The last result showed that probability value was 0.537 and the number of significant correlation in this research was 0.090.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research used questionnaire and test to get the data. For the difference on this research are from the variable and the participants. The research focused on the variable reading habit in English journal articles and vocabulary mastery whereas in this research focused on the variable English reading habit and

vocabulary mastery. Also about the participants, the participants in the research focused on students in English Education Department of Universitas Muhammadiyah Yogyakarta whereas the participants of this research focused on students at eleventh grade of SMAN 1 Palangka Raya.

Second, a study conducted by Syaifuddin (2016). The title is correlation between reading Habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin. The population of the study is 169 students on the second semester of English Department in IAIN Antasari Banjarmasin. Then, 42 students become the samples which are taken by using proportional random sampling method. This research find out whether there is a correlation or not between reading habit in English and vocabulary mastery. It also describes about how the students reading habit in English and their vocabulary mastery. The method is a correlation research which the data is analysed quantitatively. There is a significance positive medium correlation between reading habit in English and vocabulary mastery on the second semester students of English Department in IAIN Antasari Banjarmasin which is the value of rxy is 0.546.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research use questionnaire and test to get the data. For the difference on this research are from the indicator of instrument vocabulary mastery and the participants. The researcher focused on the instrument on word and grammar whereas in this study focused on meaning, synonym, antonym, appropriate word for the

context, grammar. Also about the participants, the participants in the research focused on the second semester students of English Department in IAIN Antasari Banjarmasin whereas the participants of this research focused on students at eleventh grade of SMAN 1 Palangka Raya.

Third, a study conducted by Eva Aflakha Naimatun (2015). The title is the correlation between reading habits and students' vocabulary mastery at English Education Department Universitas Muhammadiyah Yogyakarta. The purpose of the study aims to identify the students' reading habit, to reveal students' vocabulary mastery and to find out the correlation between reading habit and vocabulary mastery. The population of EED UMY batch 2013 was 194, moreover the researcher used convenience sample. The research used quantitative approach and correlation as the methodology. Moreover, the study used two instruments namely questionnaire and vocabulary test. The study found out that the EED UMY students' batch 2013 had good reading habit mean value of 3.09. The research also found out that the vocabulary mastery was in good category since the mean value of vocabulary was 3.54. The last result showed that the correlation between EED UMY students' reading habit and vocabulary mastery is positive correlation but not significant with the correlation value was 0.106 and the probability value was 0.278.

The similarities between this research with the researcher are method and variable. The method was correlation design and the variable about reading habit and vocabulary mastery. Also the instrument of this research used questionnaire and test to get the data. For the difference on this research

was from the participants. The participants in the research focused on the second semester students of English Education Department Universitas Muhammadiyah Yogyakarta whereas the participants of this research focused on students at eleventh grade of SMAN 1 Palangka Raya.

Fourth, a study conducted by AJ Bastian (2013). The title is a correlation study between students reading interest toward their vocabulary mastery of the fourth semester of English Department students of Salatiga in academic year of 2012/2013. The aims of this research are to know the score of reading interest, the score of vocabulary mastery, and to prove the significant correlation between reading interest and vocabulary mastery. This research used a descriptive quantitative research. The researcher using questionnaire to finding the score of student's reading interest, and the researcher applied test to finding the score of vocabulary mastery of the Fourth Semester of English Department Students of Salatiga. The result of this research showed that score of reading interest of the Fourth Semester of English Department Students of Salatiga is good. It can be seen from the result of reading interest score is 77.31%. In this research also showed that score of vocabulary mastery the respondents is excellent. It was known from the result of score of vocabulary test is 83.70%. The last result showed that a correlation study between students reading interest toward their vocabulary mastery of the fourth semester of English Department students of Salatiga in academic year of 2012/2013 which is the value of r_{xy} is 0.483.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research used questionnaire and test to get the data. For the difference on this research are from the variable and the participants. The research focused on the variable students reading interest toward their vocabulary mastery whereas in this research focused on the variable English reading habit and vocabulary mastery. Also about the participants, the participants in this research focused on students at fourth semester of English Department of Salatiga whereas the participants in this research focused on students at eleventh grade of SMAN 1 Palangka Raya.

Fifth, a study conducted by Nurul Hidayah (2014) about the Correlation between reading habit in English and reading comprehension at second semester of IAIN Tulungagung. The study has three aims. The aims are to know the students' reading habit in English, to know students reading comprehension, and to know whether there is any positive correlation between reading habit in English and reading comprehension. The findings of the study showed that the first result is the score of reading habit in English is good enough, the second result is students English education program at IAIN Tulungagung have good enough ability in reading comprehension skill, and the last result is there is positive or significant correlation between student between reading habit in English and reading.

The similarities between this research with the researcher is the method to find correlation between two variables. Also the instrument of this research

used questionnaire and test to get the data. For the difference on this research are from the variable and the participants. The research focused on the variable English reading habit and level of reading comprehension whereas in this research focused on the variable reading habit on English and vocabulary mastery. Also about the participants, the participants in this research focused on students at second semester of IAIN Tulungagung whereas the participants in this research focused on students at eleventh grade of SMAN 1 Palangka Raya.

B. Reading Habit

1. Definition of Reading Habit

There are some statements in relation to the definition of reading habit. According to Foluke (2012, p.153), reading is a way of making meaning from printed or written materials which require the reader to be an active participant. Habit is a repeated performance. It is automated response dispositions that are cued by aspects of the performance context (i.e., environment, preceding actions). It is learned through a process in which repetition incrementally tunes cognitive processors in procedural memory (the memory system that supports the minimally conscious control of skilled action). Habit is unthinking routines that form the bedrock of everyday life (Neal et al, 2004, p.198).

From the statement, reading can be viewed as interactive activity between the reader and the text or the medium of print where the reader

interacts dynamically with the text to acquire the message or meaning. In analyze of reading habit, it is important to emphasize about understanding of "habit" because it can help to decide of students' reading habit indicators. Hornby (1995, p. 533) stated that "Habit is a thing that a person does often and almost without thinking, and that is hard to stop doing".

According to Nilsen (2012, p.2), habit is behavior that has been repeated until it has become more less automatic, enacted without purposeful thinking, largely without any sense, of awareness. Meanwhile, Iftanti (2012, p. 150) a habit of reading is established by having frequent repetition of reading practices in a course of time.

From the explanation above, it can be inferred that reading habit in this study is defined as a behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.

2. **Types of Reading**

Reading in second language learning context is described to have a central role through learning process of the target language, and by nature, it is classified into two forms in related literature, there are intensive reading and extensive reading.

a. Intensive Reading

In general terms, intensive reading is about progressing in the given language through reading under teacher's guidance. The teacher

provides the students with unknown vocabulary and difficult sentence structures, so the learning mostly occurs in lexical and syntactic level (Richards et al in Celik, 2018, p.74). It is intended in intensive reading to procure detailed meaning by dealing with different aspects so that the reader takes the opportunity of making use of various reading abilities such as identifying the main idea, extracting the minor ideas, scanning for specific information, paying close attention to specified vocabulary and grammar. Moreover, it could also deal with translation (Carrell et al in Celik, 2018, p.74).

b. Extensive Reading

The given material in extensive reading is to provide the opportunity for the students to fairly understand it without any assistance from an outer source. In a Second Language Learning environment, students should be exposed to large quantities of target language input, which is succeeded through extensive reading the most (Aliponga in Celik, 2018, p.74). Furthermore, readers take the opportunity to read at their own pace and in their own time limits. By this way, students adapt their reading speed and gain the ability to read faster in their further readings (Tanaka in Celik, 2018, p.74).

To conclude, there are two types in reading such as intensive reading and extensive reading. Intensive reading is about progressing in the given language through reading under teacher's guidance. Extensive

reading is to provide the opportunity for the students to fairly understand it without any assistance from an outer source.

3. **The Purpose of Reading Habits**

There are some reading habits purposes which have either positive or negative result. For purpose of this topic, they are grouped into four segments they are: hobby, recreational, concentration, deviational (Ogbodo, 2002, p.231).

a. Hobby

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive. Unlike others hobbies, reading is one of the most recommended one to shape readers personality skill. By reading book particularly can develop the knowledge of vocabulary which helps in conversations. Reading as a hobby is wonderful; it helps the readers to improve their ability to absorb and to comprehend written material and help them to pursue a better job.

b. Recreational

A good reading habit for recreational makes the reader acquire more knowledge in the classroom. Reading for relaxation is aimed to cool the reader's brain and to avoid mental fatigue; the example

activities on reading for relaxation are reading newspaper, and magazine.

c. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of a passage. Reading for concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.

d. Deviational

The last purpose of reading habit is deviational. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it may lead to loss of interest in the acquisition of knowledge.

To conclude, there are some reading habits purposes which have either positive or negative result. Reading habit for hobby, recreational, concentration, and deviational. Those purposes can help the students to improve their ability to absorb and to comprehend written material and increase their achievement in school.

4. Indicators of Reading Habit

According to Gaona et al (2010, p.59), there are some indicators of reading habit:

a. Attitude toward reading is the reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.

b. Reading frequency is the frequency at which the person reports to read books in their spare time. Moreover, reading frequency is one of activity when someone does to read for some minutes or hours as frequently.

c. Books read is the number of books that the person reports having read in the last three months. It is considered from the amount books.

d. Time spent

1) Academic reading is the time that the person reports to devote to reading books on his or her study subjects. It is considered from the time reported as devoted to "Books for Class"

2) Non-academic reading is the time that the respondent reports to devote to reading books that are not directly related to the subjects of his or her studies. It is considered from the time reported as devoted to "Books that are not for class".

e. Motivation

1) In the family environment is often reported by the person on the purchase of books, recommending books and reading interest in the family.

2) Motivation in the academic environment is the frequency the student reports on the teacher using activities to promote contact with psychology literature.

According to Iftanti (2012, p.159), the indicators of the EFL student's good English reading habits are:

a. They are eager to read English.

b. They spend most of their time reading English texts.

c. They have strong interest to read English regularly.

d. They keep motivated to read English despite the difficulties.

e. They are strategic readers.

f. They have strong willingness to go to libraries and bookstores to find their own reading materials.

g. They consider books as valuable properties so that they always want to possess their own reading texts.

h. They have positive beliefs about reading English.

i. They make use of the Internet as vast resourceful information of any kinds.

j. They claim themselves to have good English reading habits.

Meanwhile, Ogunrombi (1995) suggest some aspect that influence reading habit such as parents' active participation would promote students interest in reading, Students would spend more time on reading materials if reading activities are actively promoted and reading atmosphere created in school. It shows that motivation arise from students' environment.

Unconsciously, students' reading habit is built by their own willingness through support from their environment.

5. **The Importance of Reading Habit**

According to Inderjit (2014, p.71), reading is something that gives the benefit of the readers. The information and knowledge will be obtained for students after reading. Through reading, students acquire knowledge, information, and improve vocabulary. Reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students.

Additionally, problem solving can be obtained by students from their reading habits. The information that students have got from their reading habits, can help them solve the problem. The problem solving can help students in life. Reading can provide an important role for the success of students' life in the future. Reading contributes significantly to job success, career development, and ability to respond to change (Inderjit, 2014, p.71). In addition, Thanuskodi (2011, p.1) said that there are several benefits of reading and the impact of reading in people's lives. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion.

Acoording Steel jack in Wulandari (2016, p.25) mention several advantages of reading habit. They are:

a. Habit of reading help the mind performs effectively

To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in a good shape. People who exhibit habit as daily activity would help them to perform effectively in front of public.

b. Habit of regular reading helps us develop a good vocabulary

Habit in reading develops their alertness in identifying error in a sentence frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey.

c. Habitual reading boosts intellectual curiosity

Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledgeable about various

literacy skills and leads the reader to think independently and critically.

d. Habitual reading means a psychological activity

Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience the difference of personal players.

e. Habitual reading helps readers to have a positive set of mind

Efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

To conclude, there are few important benefits for reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

6. **Influencing Factors of Reading Habit**

The formation of students' reading habits has been influenced by several factors. These factors can help students in their reading habit formation. According to Yoke in Setyarini (2015, p.11), the factors are internal and external factors. Internal factors come from students include

motivation and reading interest. External factors come from student's environment such as home environment and school environment.

a. Internal Factor.

The first internal factor of reading habit that comes from students is motivation. According to Sani et al (2011, p.32) mentioned that motivation is important for educators to motivate their students to read because many students are at risk of reading failure due to their lack of motivation. Motivation it will cause the enterprising spirit of learning. Reading habits is important to build motivation first. The reason is that motivation has influence on students' learning achievement.

Second, the internal factor of students is reading interest. According to Issa et al (2012, p.473), one of the many problems students face nowadays is not their inability to read but their lack of interest. Students have the ability to read, but students do not have interest in reading. Interest in reading can be affected by several factors such as the type of reading and contents of reading. Moreover, the influence of the times can affect students in developing reading habits. It is undeniable that technology is growing in this era such as the internet. It can affect students' interest

in reading. However, reading is important for students as language learners. By having an interest in reading, students will be helped to change their perception about reading. Indeed, reading interest is needed for students in their process of reading habits.

b. External Factor

The external factor of reading habit are derived from student's environment include of home and school environment. The external factor of students' environment is students' home environment. According to Iftanti (2015, p.366), the success of students in reading habits are encouraged by some factors such as students' home environment including parental influence, parental involvement and environmental influence. A habit of reading is not only constructed in an individual but also is influenced by some external factors such as environment, education, social background, and facilities. It means that students environment have influence in establishing good reading habits for students.

The environmental factor of students can give student impact in reading habits. The external factors of students school environment are include of teaching methods, teachers and school facilities. Teaching methods is the part of factor in reading habits. Well-prepared in teaching methods build the spirit of students in reading English. The use of good teaching methods that related to improve English reading skill is important for students to motivate

them in reading English. The role of teachers is the part of students'
success in English reading habits. How the way for teachers to teach
students can motivate students in English reading habits.

Moreover, school environment of school facilities also have
roles to build students' reading habits. Facilities can encourage
students to build motivation in English reading habits. Library is
school facilities that important for students to increase their English
reading habits. Various books make students become curious about
that, so it can motivate students in English reading habits (Iftanti,
2015, p.367).

C. Vocabulary Mastery

1. Definition of Vocabulary

Vocabulary is one of the elements of developing skills, so people
who want to master those language skills; they have to master the
vocabulary of English first. According to Anthony (1978, p.5), if the
mastery of words or vocabulary much, they can help students in increasing
their speaking, listening, writing, and reading ability. According to
Richards (2002, p.4), vocabulary is one of the most obvious components
of language and one of the first things applied linguists turned their
attention to.

Alqahtani (2015, p.25) state that vocabulary is the total number of
words that are needed to communicate ideas and express the speakers'

meaning. According to Schmitt (2002, p.231) vocabulary as a basis of a language: it is very important to be mastered first, people cannot speak well and understand written materials if they do not master it. Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.

2. **Definition of Vocabulary Mastery**

According to Hornby (1995, p.721), defines mastery as a complete knowledge, or complete skills. Vocabulary mastery refers to the great skill in possessing words of language.

Further Krashen et al (1995, p.55) stated that vocabulary mastery is also very important for the acquisition process. Acquisition depends significantly in the comprehensible input. The comprehensibility is dependent directly on the ability to recognize the meaning of the key elements in the utterance.

Cameron (2001, p.74) stated that learning word is not something that is done and finished yet. To master vocabulary is to learn new words, meaning, to increase vocabulary. The learning includes the pronunciation, the meaning, the spelling, the usage, and the part of speech of the words. She also adds that learning words is a cycle process of meeting new words and initial learning, followed by meeting those words repeatedly, each

time extending knowledge of what the words mean and how they are used in the foreign language. This means that every time learners meet those familiar words again, they directly improve their knowledge about the words.

Based on explanation above, the researcher concluded mastering vocabulary is one of the learners' needs in order to understand the language. In English teaching learning process, mastering vocabulary well can help the students to understand the lesson. Vocabulary mastery is one of important skill of the language speaker to choose the appropriate words in oral communication or written text.

3. **Indicators of Vocabulary**

Harmer (2001, p.18) stated that there are some aspects that have to be discussed in vocabulary, namely: word meaning, word use and grammar of words. It means that, every student can learn some aspect like vocabulary by reading.

a. Word meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. Whereas, morpheme is the smallest unit that are carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

1) Antonym

Antonym is the opposite of meaning of mother word. Antonyms are not differentiated for formality or dialect or technicality; antonyms occur within the same style, dialect, or register. Example: *big* is the opposite meaning of *small*, *tall* is the opposite meaning of *short*.

2) Synonym

Words have synonyms that mean exactly or nearly the same as each other. Example: *bad* and *evil*, *good* and *decent*.

3) Hyponymy

A word that it a function to be a specific meaning. Example: *rose*, *lily*, and *orchid* are hyponym of *flower*.

4) Connotations

An additional meaning of words from it is explicit meaning.

b. Word use

1) Metaphorical

The words use that the meaning is not the real meaning because it repent something else. Example: the price of mangoes *went up* and prices have taken a *dramatic tumble*.

2) Idiom

Words that use to express on idea that usually the meaning is not recognize easily by others who are not familiar with that expression. Example: *She kicked the bucket* means *she died* and

that *he has bitten off more than he can chew* means that *he has attempted something that is too difficult for him.*

c. Grammar of words

1) Word class

Table 2.1

Word Class

Word class	Example
Noun	taste, fall, goal, etc.
Verb	drink, browse, describe, etc.
Adjective	nasty, sincere, voluntary, broad, etc.
Adverb	continuously, quietly, possessively, etc.

2) Countable and Uncountable

a) Countable

Things that one can count it with number and it have singular or plural form. Example: book, car, computer, shirt, etc.

b) Uncountable

Things that one' cannot count it with number and not have plural form, but by adding word such as some, much, a lot of etc. Example: water, sand, gas, dust, etc.

4. **Teaching Vocabulary**

Teaching is an activity or process of transforming knowledge to help someone require changes and develops their skills, attitudes, ideas and appreciations. They are influenced by affective, cognitive and psychomotor domains. In the past, vocabulary teaching and learning were often given little priority in second language programs, but recently there

has been a renewed interest in the nature of vocabulary and its role in learning and teaching (Richard et al, 2002, p.255).

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Redman in Munir (2016, p.19).

a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (example: cup, mug, bowl).

b. Polysemy: distinguishing between the various meaning of a single word from with several and closely related meanings (head: of a person, of pin, of an organization).

c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (example, a file: used to put papers in or a tool).

d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (example: flour, flower).

e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (example: extend, increase, and expand).

f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speakers attitude or the situation social-cultural associations of lexical items is another important factor.

g. Style register, dialect: being able to distinguish between different levels of formality, the effect context and topics, as well as differences in geographical variation.

h. Translation: awareness of certain differences and similarities between the native and the foreign language (example: false cognates).

i. Chunks of language: multi-word verbs, idioms, strong and weak collocation, lexical phrases.

j. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (example: sleep, slept, sleeping, able, unable, disability).

k. Pronunciation: ability to recognize and reproduce items in speech. In other word the students try to pronounce the word better.

5. **The Importance of Learning Vocabulary**

The importance of vocabulary is demonstrated daily in and out the school. Vocabulary must be mastered and enriched to gain a higher level of proficiency. The acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will unable to use the structures and functions we way have learned for comprehensible communication (Nunan, 1999, p.117).

According to Thornbury (2002, p.13), also show the importance of vocabulary in language learning. "If you spend most of your time studying grammar, your English will not improve much. You will see most

improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words".

6. **Assessing English Reading Habit**

The researcher measured English reading habit by Questionnaire. According Ary et al (2006, p.648), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response. Meanwhile, Dornyei (2010, p.6) stated questionnaire is any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. In this research, the researcher used closed-ended. research instruments employed to collect data for this study was the questionnaire.

This questionnaire designed for elevent graders of SMAN 1 Palangka Raya in order to know the students' English reading habit. The researcher measured the English reading habit from some questions for the respondents. The questions showed in close ended. The researcher used close ended because The major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity. Closed-ended are particularly suited for quantitative, statistical analyses because the response options can easily be coded numerically and then entered into a computer database (Dornyei, 2010, p.26).

The researcher used Likert scale (always, often, sometime, seldom, never) with range of 5, 4, 3, 2, 1 for each. According to Sugiyono (2016, p.93), Likert Scale is the scale used to measure attitude, opinion, and perception of someone or group toward the social phenomenon. In addition Likert scale is the most commonly use question format for assessing participant's opinion of usability (Dornyei, 2010, p.20).

Based on the explanation above, the researcher used closed-ended questionnaire to measure the students' English reading habit. The researcher took the instrumen because it is can measure habit and particularly suited for quantitative, statistical analyses because the response options can easily be coded numerically and then entered into a computer database.

7. **Assessing Vocabulary Mastery**

Assessment is the gathering of information to answer specific questions. There are three dimensions of vocabulary assessment which represents three folds of methods in assessing vocabulary. Read (2000, p.8) divides this into: discrete vs. embedded, selective vs. comprehensive, context-independent vs. context dependent. All of these three dimensions imply that vocabulary knowledge can be assessed separately or inclusive into the other skills (listening, reading).

According to Thornbury (2002, p.132) there are some types of test to check our vocabulary mastery.

a. Multiple-choice test

Multiple-choice tests are the popular way of testing in that they are easy to score and they are easy to design. Moreover, the multiple choice format can be used with isolated words, words in a sentence context, or word in whole texts. On the negative side, multiple-choice test have been criticized because (1) learners may choose the answer by a process of elimination, which hardly constitutes 'knowing the right answer; (2) depending on the number of possible answers (called distractors), there is a one-in-three (or one-in-four) chance getting the answer right; (3) they test recognition only-not the ability to produce the word; (4) they are not easy to design as it might appear. On what basis are the distractors chosen.

b. Cloze test

It is a kind of gap-fill tests that require learners to recall the word from memory in order to complete a sentence or text. Thus, they test the ability to produce a word rather than simply recognize it. In a cloze test, the gaps are regularly spaced (e.g. every seventh, eight, or ninth word). In this way, knowledge of a wide range of word types - including grammar words as well as content words - is tested.

c. Word Formation

The students are asked to convert words from one form to another so as to fit a context. This kind of task tests learners' knowledge of derivations (composer and misplaced as opposed to the

incorrect compositor or replaced). It also tests their ability to interpret the surrounding context, in order to make the correct choice among several possible derivations.

A more revealing test of productive vocabulary knowledge is to set learners the task of writing a whole text that includes the selected vocabulary items. When scoring such a test, marks can be allocated for both correct form and appropriate use of each of the selected words.

Addition, According Coombe (2013, p.116) common formats for assessing vocabulary recognition are multiple-choice questions (MCQs) and matching Formats.

a.   Multiple-Choice Question Formats

MCQs are one of the most common formats in professionally developed language tests. They are widely used to assess learning at the recall and comprehension levels. MCQs take many forms but their basic structure is stem and response options, which include the key or correct answer and the distracters or incorrect responses. The student must then identify the correct or best response choice. The MCQ format can be used to assess vocabulary knowledge in a variety of ways. These include: synonym recognition, definition, and meaning in context.

1) Synonym recognition (word in isolation or with context).

      The teacher was ***furious*** when she heard the students talking during the test.

A. angry   C. calm

B. happy   D. delighted

2) Definition recognition (word level, minimal sentence context).

She is someone I absolutely ***adore***.

A. give a round of applause to

B. feel affection for

C. am revolted by

D. disapprove of

3) Meaning in context (sentence and paragraph level).

The townspeople were _____ by the typhoon that hit their coastline. Everyone had to move to a new area.

A. minimized   C. displaced

B. violated   D. rewarded

4) Matching Formats

      Another common objective format used in vocabulary assessment is matching. Matching questions usually present the student with two columns of information. The student's task is to 119 find the matches between the two columns. Items in the left-hand column are called premises and the items in the right-hand column are

called options. The advantage of this format over MCQs is that there are more distractors to choose from.

Based on the explanation above, the researcher used Multiple-Choice Question Formats to measure the students' vocabulary mastery. The researcher took the formats because it is the popular way of testing in that they are easy to score and they are easy to design for students of SMAN 1 Palangka Raya.

D. Correlation between English Reading Habit and Vocabulary Mastery

According to Foluke (2012, p.153), reading is a way of making meaning from printed or written materials which require the reader to be an active participant. Reading is one of the ways in which activities can increase student vocabulary if. According to Inderjit (2014, p.71), reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students.

Moreover, Thanuskodi (2011, p.1) also explained the impact of reading in people's lives. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion. Based on explanation above, the researcher concluded reading habit can increase the students' vocabulary.

CHAPTER III

RESEARCH METHOD

In this chapter the researcher explains about the research methodology. This chapter consists of research design, population and sample, research instrument, data collection procedure, and data analysis procedure.

A. Research Design

Based on the problem of the study, the researcher used quantitative research. According to Ary et al (2010, p.421), quantitative research is inquiry employing operational definition to generate numeric data to answer predetermined hypotheses or question.

According to Creswell (2008, p.5), quantitative research is a means for testing objective theories by examining the relationship among variables. These variables in turn, can be measured typically on instruments, so that numbered data can be analysed using statistical procedures. The final written report has a set structure consisting of introduction literature and theory, methods, results, and discussion. The design of this study used correlation. According to Creswell (2008, p.358), correlational research indicates an association between two or more variables. In addition, according to Ary et al (2010, p.351), correlational research is useful in a wide variety of studies. The most useful applications of correlation are assessing relationships, assessing consistency, and prediction.

The researcher tried to measure the correlation between English reading habit and vocabulary mastery of the eleventh graders at SMAN 1

Palangka Raya. The researcher used theory according Ary et al (2010, p.132) stated that a scatterplot illustrates the direction of the relationship between the variables. A scatterplot with dots going from lower left to upper right indicate a positive correlation and one with dots going from upper left to lower right indicates a negative correlation. The figure of scatterplot presented in figure 3.1.
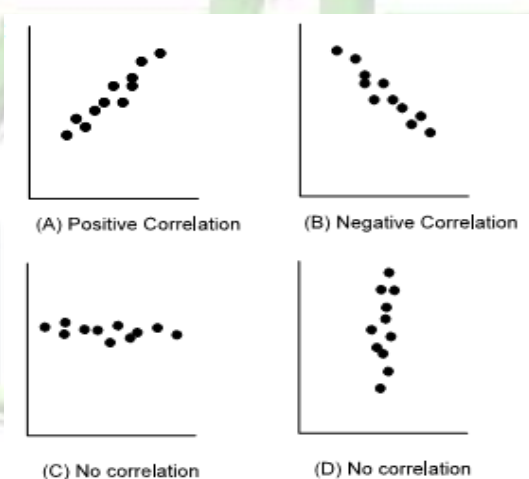
Figure 3.1
The Scatterplots

B.   Population and Sample

1. Population

Population is one of elements of research methodology. According to Ary et al (2010, p.148), population is defined as all members of any well-defined class of people, events, or objects. Thus population was the object of research from which the researcher may collect data. Population provides the researcher with information or data will be used to solve the

research problems. The population in this research is the eleventh grade Science students of SMAN 1 Palangka Raya in academic year 2018/2019 which consist of 256 students from seven classes. The numbers of population is presented in table below.

Table 3.1
The Population of Research

No	Class	Population
1	XI MIPA - 1	38
2	XI MIPA - 2	35
3	XI MIPA - 3	37
4	XI MIPA - 4	35
5	XI MIPA - 5	36
6	XI MIPA - 6	38
7	XI MIPA - 7	37
Total		**256**

They were chosen as subjects of this research for the following reasons:

a. The students used to read every morning in SMAN 1 Palangka Raya. The activity is "*Literasi*".

b. The students have been familiar with vocabulary.

2. **Sample**

According to Sugiyono (2016, p.81), sampling technique is the technique to take the sample. Technique sampling is divided into two groups; they are probability sampling and non-probability sampling. Probability sampling involves simple random sampling, stratified random sampling and cluster sampling. Whereas non-probability sampling

involves systematic sampling, quota sampling, and indicated sampling, purposive sampling, saturated sampling and snowball sampling.

In this research, the researcher used cluster sampling to take the sample. According to Ary et al (2010, p.154), cluster sampling is kind of probability sampling which the unit chosen is not an individual but, rather, a group of individuals who are naturally together. These individuals constitute a cluster insofar as they are alike with respect to characteristics relevant to the variables of the study. In addition, according to Arikunto (2006, p.185), in deciding the kind of cluster or group should be considered well about the feature why choose the sample.

According to Latief (2014, p.185), when population is large and widely dispersed, gathering a simple random sample poses administrative problem, cluster random sampling technique involves the random selection of groups that already exists. In this research, the researcher used simple random sampling to get the sample. The researcher took the class randomly. In this case, the researcher took two classes randomly among seven classes. The researcher took XI MIPA - 4 and XI MIPA - 5 as the sample classes. The numbers of sample is presented in table below.

Table 3.2
The Sample of Research

No	Class	Sample
1	XI MIPA - 4	35
2	XI MIPA - 5	36
	Total	**71**

C.   Research Instrument

1.   Research Instrument Development

The researcher used some instruments to collect the data needed in this study, they are:

a.   Questionnaire

According Ary et al (2006, p.648), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response.. This questionnaire described some questions for the respondents to know how is the students' reading habit at eleventh grade students of SMAN 1 Palangka Raya. The reading habit questionnaire adapted from Erna Iftanti's research (2012) that consists of 30 items close ended. The researcher translated the questionnaire into bahasa. It made to facilitate the students to understand the meaning of the statement.

The researcher measured by Likert scale (always, often, sometime, seldom, never) with range of 5, 4, 3, 2, 1 for each. According to Sugiyono (2016, p.93), Likert Scale is the scale used

to measure attitude, opinion, and perception of someone or group
toward the social phenomenon. In addition Likert scale is the most
commonly use question format for assessing participant's opinion
of usability (Dornyei, 2010, p.20). The numbers of items are
presented in table below.

Table 3.3
The Blue Print of Reading Habit Questionnaire

Concept	Indicator	Item	Total Item	Percentage
Reading habit defined as behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.	**Attitude toward reading:** The reason that the person reports on the attitude and behavioral cognitive-affective attitude towards reading.	1, 2, 3, 4, 5, 6	6	20%
	Reading frequency: The frequency at which the person reports to read books in their spare time.	7, 8, 9	3	10%
	Books read: The number of books that the person reports having read in the last three months.	10, 11, 12	3	10%
	Time Spent : a. **Academic reading:** The time that the person reports to devote to reading books on his or her study subjects b. **Non-academic reading:** The time that the respondent reports to devote to reading books that are not directly	13, 14, 15, 16, 17 18, 19, 20, 21	9	30%

				30%
	Motivation: **a. In the family environment:** The frequency of the person reports on the purchase of books, recommending books and reading interest in the family. **b. In the academic environment:** The frequency the student reports on the teacher using activities to promote contact with psychology literature.	22, 23, 24, 25 26, 27, 28, 29, 30	9	
Total		**30**	**30**	**100%**

Based on validity result, the researcher concluded that 30 items are valid at the level of significance $\alpha = 0, 05$ for N = 36 is 0.329. There are 30 items are valid because $r_{value} > r_{table}$. There are 3 items are invalid because $r_{value} < r_{table.}$

b. **Test**

According to Ary et al (2010, p.201) test itself is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test is used to measure students' vocabulary mastery. The item of the test consists of 50 items of a multiple choice type test with five options

(A, B, C, D, and E). The items based on English book of student at Eleventh Grade science class in SMAN 1 Palangka Raya. The numbers of items were presented in table below.

Table 3.4
Indicators of Vocabulary Mastery

No	Indicators	Item Number	Total Item	Percentage
1	Meaning	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14	14	28%
2	Synonym	15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26	12	24%
3	Antonym	27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39	13	26%
4	Appropriate word for the context	40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50	11	11%
	Total	**50**	**50**	**100%**

Based on the table above, the researcher concluded that 50 items are valid at the level of significance $\alpha = 0, 05$ for N = 36 is 0.329. There are 17 items are valid because $r_{value} > r_{table}$. There are 3 items are invalid because $r_{value} < r_{table}$.

2. Instrument Try Out

The researcher conducted try out the reading habit questionnaire and vocabulary mastery test before it applied to the real sample of this study. The reading habit questionnaire and vocabulary mastery test needs to try out to avoid questions that have unclear meaning and to know how valid, or reliable and difficult the

instruments before it apply to the real sample. The try out took from different class that the research sample. It was students at XI MIPA - 3 of SMAN 1 Palangka Raya. The samples of try out there were 37 students. The first try out for English reading habit questionnaire and then continued to the second try out for vocabulary mastery test. Before giving the try out, the researcher explained the procedure for 10 minutes and continued by giving the test.

Procedures of the reading habit questionnaire try out are as follows:

a. The researcher explained the procedure of the reading habit questionnaire.

b. The researcher gave the reading habit questionnaire.

c. The researcher analysed the data obtained to know the instrument validity and reliability by using Microsoft Excel and SPSS 16.0 Program.

Procedures of the vocabulary test try out are as follows:

a. The researcher explained the procedure of the vocabulary mastery test.

b. The researcher gave the vocabulary mastery test.

c. The researcher analysed the data obtained to know the instrument validity and reliability by using Microsoft Excel and SPSS 16.0 Program.

3. **Instrument Validity**

According to Brown (2004, p.22), the most complex criterion of an effective test and the most important principle of language testing is validity. Validity is the most important consideration in developing and evaluating measuring instruments. Historically, validity was defined as the extent to which an instrument measured what is claimed to measure (Ary, 2010, p.225). A test said to be valid when it can measure what is intended to be measured. In this research, instrument validity includes face validity, content validity and construct validity.

a. Face validity

According to Ary face validity is a term sometimes used in connection with a test's content (Ary, 2010, p.228). Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure. The reading habit questionnaire instrument was used to measure the students' English reading habit and the vocabulary test was used to measure the vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

b. Content validity

It is especially important for achievements tests. It is also a concern for other types of measuring instruments, such as personality and aptitude measures (Ary, 2010, p.228). Content

validity refers to the degree to which the sample of items, tasks, or questions on a test representative of some defined universe or domain of content. In the present study, reading habit questionnaire consisted of 30 test items. Meanwhile for the vocabulary test consisted 50 test items; it is presented by multiple choice. In addition, according to Arikunto (2006, p.168), an instrument can be valid if it can reflect what is being measured. The criteria of validity test is that the vocabulary mastery becomes valid if $r_{value}> r_{table}$ and it becomes invalid if $r_{value}< r_{table}$. The researcher used the formulation of Product Moment by Pearson as follows:

$$r_{xy} = \frac{N \sum XY (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

r_{xy} : Correlation coefficient

X : The value of variable X

Y : The value of variable Y

N : Number of subjects

$\sum$: Number of values

According to Ary et al (2010, p.211), Items that have very low correlation or negative correlation with the total score should be eliminated because they are not measuring the same thing as the total scale and hence are not contributing to the measurement of the attitude. The items may be ambiguous or double barrelled

(containing two beliefs or opinions in one statement), or they may be factual statements not really expressing feelings about the object. Thus, if most respondents choose only one or two of the options, the item should be rewritten or eliminated.

In this research, the researcher was measured the students' English reading habit and vocabulary mastery. The validity test can be seen in the table below.

Table 3.5
Validity Result of English Reading Habit

No	Item	Value	r_{table}	Result
1.	Item 1	0.677	0.329	Valid
2.	Item 2	0.623	0.329	Valid
3.	Item 3	0.499	0.329	Valid
4.	Item 4	0.723	0.329	Valid
5.	Item 5	0.454	0.329	Valid
6.	Item 6	0.681	0.329	Valid
7.	Item 7	0.190	0.329	Invalid
8.	Item 8	0.922	0.329	Valid
9.	Item 9	0.754	0.329	Valid
10.	Item 10	0.859	0.329	Valid
11.	Item 11	0.632	0.329	Valid
12.	Item 12	0.837	0.329	Valid
13.	Item 13	0.832	0.329	Valid
14.	Item 14	0.530	0.329	Valid
15.	Item 15	0.771	0.329	Valid
16.	Item 16	0.844	0.329	Valid
17.	Item 17	0.896	0.329	Valid
18.	Item 18	0.815	0.329	Valid
19.	Item 19	-0.268	0.329	Invalid
20.	Item 20	0.812	0.329	Valid
21.	Item 21	0.784	0.329	Valid
22.	Item 22	0.539	0.329	Valid
23.	Item 23	0.824	0.329	Valid
24.	Item 24	0.279	0.329	Invalid
25.	Item 25	0.565	0.329	Valid
26.	Item 26	0.896	0.329	Valid
27.	Item 27	0.424	0.329	Valid

No	No Item	Value	Critical Value	Criteria
28.	Item 28	0.797	0.329	Valid
29.	Item 29	0.387	0.329	Valid
30.	Item 30	0.705	0.329	Valid
31.	Item 31	0.650	0.329	Valid
32.	Item 32	0.518	0.329	Valid
33.	Item 33	0.434	0.329	Valid

Based on the table above, the researcher concluded that 30 items are valid at the level of significance $\alpha = 0, 05$ for N = 36 is 0.329. There are 30 items are valid because $r_{value} > r_{table}$. There are 3 items are invalid because $r_{value} < r_{table}$.

Table 3.6
Validity Result of Vocabulary Mastery

No	No Item	Value	Critical Value	Criteria
1.	Item 1	-0.191	0.329	Invalid
2.	Item 2	0.395	0.329	Valid
3.	Item 3	-0.077	0.329	Invalid
4.	Item 4	0.749	0.329	Valid
5.	Item 5	0.431	0.329	Valid
6.	Item 6	0.337	0.329	Valid
7.	Item 7	0.418	0.329	Valid
8.	Item 8	0.410	0.329	Valid
9.	Item 9	0.491	0.329	Valid
10.	Item 10	0.418	0.329	Valid
11.	Item 11	0.361	0.329	Valid
12.	Item 12	0.360	0.329	Valid
13.	Item 13	0.160	0.329	Invalid
14.	Item 14	0.592	0.329	Valid
15.	Item 15	-0.111	0.329	Invalid
16.	Item 16	0.509	0.329	Valid
17.	Item 17	0.617	0.329	Valid
18.	Item 18	0.501	0.329	Valid
19.	Item 19	0.444	0.329	Valid
20.	Item 20	0.413	0.329	Valid
21.	Item 21	-0.152	0.329	Invalid
22.	Item 22	0.065	0.329	Invalid
23.	Item 23	-0.114	0.329	Invalid
24.	Item 24	-0.077	0.329	Invalid

25.	Item 25	0.411	0.329	Valid
26.	Item 26	0.346	0.329	Valid
27.	Item 27	0.500	0.329	Valid
28.	Item 28	0.512	0.329	Valid
29.	Item 29	0.059	0.329	Invalid
30.	Item 30	0.585	0.329	Valid
31.	Item 31	0.485	0.329	Valid
32.	Item 32	-0.235	0.329	Invalid
33.	Item 33	0.417	0.329	Valid
34.	Item 34	0.513	0.329	Valid
35.	Item 35	0.513	0.329	Valid
36.	Item 36	0.526	0.329	Valid
37.	Item 37	0.427	0.329	Valid
38.	Item 38	0.467	0.329	Valid
39.	Item 39	0.524	0.329	Valid
40.	Item 40	0.162	0.329	Invalid
41.	Item 41	0.519	0.329	Valid
42.	Item 42	0.728	0.329	Valid
43.	Item 43	0.434	0.329	Valid
44.	Item 44	0.461	0.329	Valid
45.	Item 45	0.692	0.329	Valid
46.	Item 46	0.530	0.329	Valid
47.	Item 47	0.530	0.329	Valid
48.	Item 48	0.555	0.329	Valid
49.	Item 49	0.263	0.329	Invalid
50.	Item 50	0.401	0.329	Valid
51.	Item 51	0.222	0.329	Invalid
52.	Item 52	0.413	0.329	Valid
53.	Item 53	0.804	0.329	Valid
54.	Item 54	0.460	0.329	Valid
55.	Item 55	0.214	0.329	Invalid
56.	Item 56	0.337	0.329	Valid
57.	Item 57	0.333	0.329	Valid
58.	Item 58	0.401	0.329	Valid
59.	Item 59	0.545	0.329	Valid
60.	Item 60	0.345	0.329	Valid
61.	Item 61	0.289	0.329	Invalid
62.	Item 62	0.412	0.329	Valid
63.	Item 63	-0.069	0.329	Invalid
64.	Item 64	0.225	0.329	Invalid
65.	Item 65	0.333	0.329	Valid
66.	Item 66	0.413	0.329	Valid
67.	Item 67	0.408	0.329	Valid

Based on the table above, the researcher concluded that 50 items are valid at the level of significance $\alpha = 0, 05$ for N = 36 is 0.329. There are 17 items are valid because $r_{value} > r_{table}$. There are 3 items are invalid because $r_{value} < r_{table.}$

c. Construct validity

It is focuses on test scores as a measure of a psychological construct (Ary et al, 2010, p.231). In this research, the instrument was constructed on the aspect that measured based on a particularly theory, and then it is consulted with experts.

4. **Instrument Reliability**

According to Ary et al (2010, p.236), the reliability of a measurement instrument is the degree of consistency with which it measures whatever it is measuring. This quality is essential in any kinds of measurement. On a theoretical level, reliability is concerned with the effect of the error on the consistency of scores. In addition, reliability means that scores an instrument are stable and consistent (Creswell, 2008, p.168).

The researcher used level of significance = 0.05 and the total of the sample is 30 students. The test is said to be reliable if r-obtained is higher than r-table. According to Arikunto (2006, p.276), the criteria of reliability coefficient are:

Table 3.7
The Coefficient of Reliability

Coefficient Interval	Levels of Reliability
0.80 < 1.00	Very high reliability
0.60 < 0.80	High reliability
0.40 < 0.60	Fair reliability
0.20 < 0.40	Low reliability
0.00 < 0.20	Very low reliability

According Arikunto (2006, p.196) to find reliability of data, the researcher used Alpha's formula, as follow:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum S_i}{S_t} \right)$$

Explanation:

r_{11} =   Coefficient reliability

k   =   Number of items

$\sum S_i$ =   Total score variants each item

S_t =   Total score Variance

a. The reliability of students' English reading habit questionnaire

    The researcher measured the reliability used Alpa Cronbach Formula assisted by SPSS 16.0. The reliability test can be seen in the table below.

Table 3.8
Reliability Statistics of English Reading Habit

Cronbach's Alpha	N of Items
.956	33

The result of reliability of students' English reading habit is acquired the reliability coefficient = 0.956 in r_{table} = 0.329 at the level of significance 0.05 for the number of students is 36 students. It shows that the students' English reading habit is reliable because r_{value} higher than r_{table} (0.956 > 0.329). The reliability of students' English reading habit includes as very high reliability.

b. The reliability of vocabulary mastery test

The researcher measured the reliability used Alpa Cronbach Formula assisted by SPSS 16.0. The reliability test can be seen in the table below.

Table 3.9
Reliability Statistics of Vocabulary Mastery

Cronbach's Alpha	N of Items
.903	67

The result of reliability of vocabulary mastery test is acquired the reliability coefficient = 0.903 in r_{table} = 0.329 at the level of significance 0.05 for the number of students is 36 students. It shows that vocabulary mastery test is reliable because r_{value} higher than r_{table} (0.903 > 0.329). The reliability of vocabulary mastery test includes as very high reliability.

D.   Data Collection Procedure

Collecting data is the most important step in conducting the research. The procedures of collecting the data of this research involved several steps as follows:

1. The researcher constructed the reading habit questionnaire and vocabulary test with valid instrument.

2. Before conducting the data, the researcher needed getting the headmaster of SMAN 1 Palangka Raya and the English teacher's permission.

3. The researcher explained the procedure of the reading habit questionnaire and vocabulary mastery test. The instruments were given to XI MIPA - 4 and XI MIPA - 5 consists of 71 students.

4. The researcher checked the students answer and gave the score.

5. The researcher analysed the data obtained the scores of reading habit questionnaire and the vocabulary mastery the data by using Microsoft Excel and SPSS 16.0 Program.

E.   Data Analysis Procedure

To analyze the data obtain, the researcher analysed the result of the reading habit questionnaire and vocabulary mastery test by using Microsoft excel and SPSS 16.0 program with the regression linear and also manual calculating with the formula. To find out the correlation coefficient all of them, the researcher used the formula as bellow:

1. The researcher analysed reading habit questionnaire and vocabulary mastery test by using statistical analysis technique in order to identify the contribution score.

2. The researcher checked the students answer of vocabulary mastery test and gave the score by using formula:

$$S = \frac{n}{N} x 100$$

Explanation: S = Students' score

n = Number of true answer

N = Number of test items

3. The researcher measured students' reading habit, the alternative option of the intended data on students' reading habit level scored by Alternative option" Always" is scored = 5, " Often" is scored = 4, "Sometime" is scored = 3, "Seldom" is scored = 2, and " Never" is scored = 1. The Likert's scale is presented in table below.

Table 3.10
Range Score of Statements

Likert's scale types	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

After that, the researcher interpreted the scores of reading habit by classifying it into three categories. They are up rank (good), middle

rank (fair), and bottom rank (bad). The categories presented in table

3.11. According Sudijono (2010, p.175), the formula is as follows:

$$\longrightarrow \text{Good}$$
$$M_x + 1\ SD_x$$
$$\longrightarrow \text{Fair}$$
$$M_x - 1\ SD_x$$
$$\longrightarrow \text{Bad}$$

Explanation:

$M_x + 1\ SD_x$ = The highest English reading habit score

$M_x - 1\ SD_x$ = The lowest English reading habit score

M_x = Mean of students' English reading habit

SD_x = Standard deviation of students' English reading habit

Table 3.11
Categories of English Reading Habit

Score	Category
> 80	Good
57 - 80	Fair
< 57	Bad

4. The researcher calculated scores of the test one by one to find out
   degree of students' vocabulary mastery. In classifying the score, the
   researcher used the categories which is submitted by David (1969,
   p.134), as follows:

Table 3.12
Categories of Vocabulary Mastery

Score	Category
80-100	Excellent
70-79	Good
60-69	Fair
50-59	Low
0-49	Poor

After that, the researcher measured the mean of vocabulary mastery by using this formula:

$$M_Y = \frac{\sum fY}{\sum f}$$

Explanation:

M_Y = Mean of vocabulary mastery

$\sum fY$ = Total score of vocabulary mastery

N = Total number of the respondents

5. The researcher found out normality and linierity of English reading habit and vocabulary mastery.

   a. Normality Test

      It analyzed whether both groups have normal distribution or not. In this study to test normality the researcher applied SPSS 16.0 program using Kolmogorov Smirnov.

   b. Linearity Test

      It analyzed whether the variables are correlated linearly or not. The linearity test is usually used for the correlational analysis. In this research using SPSS 16.0 program (test for linearity) with the level of significance is 0.05. The variables are correlated linearly if the calculation result of probability is < 0.05 (Riduwan, 2012, p.80).

6. The researcher used Pearson Product Moment formula to find out the correlation between reading habit and vocabulary mastery. According to Arikunto (2006, p.275,) the formula is as follows:

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Explanation:

r_{xy} = Coefficient of correlation between variable x and variable y

N   = Total respondent

$\sum x$ = Accumulative score of reading habit questionnaire

$\sum x^2$ = Accumulative square score of reading habit questionnaire

$\sum y$ = Accumulative score of vocabulary test

$\sum y^2$ = Accumulative square score of vocabulary test

$\sum xy$ = Accumulative score of multiplication of variable x and variable y

After that, the researcher used the categories in classifying the correlation which is submitted by Sugiyono (2016, p.184), as follows:

Table 3.13
Coefficient Correlation Interpretation

Interval	Category
0.00 - 0.199	Very Low
0.20 - 0.399	Low
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.000	Very Strong

7. The researcher measured the contribution of the variable X to variable Y by the formula:

$$KP = r^2 \times 100\%$$

Explanation:

KP : Determinant coefficient score

r^2 : Correlation coefficient score.

8. The researcher measured the value of t_{hitung}. According to Riduwan (2004, p.110,) the formula is as follows:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Explanation:

t_{value} : value t

r : The score of coefficient correlation

n : The number of sample.

9. The researcher drew conclusion from the data finding about correlation between English reading habit and vocabulary mastery at SMAN 1 Palangka Raya.

In this research, the researcher used SPSS 16.0 because it is probably the most common statistical data analysis software package used in educational research and it is available at most institutions of higher education.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presented the data which had been collected from the research in the field of study which consists of description of the data, result of data analysis, and discussion.

A. Data Presentation

1. The Result of Students' English Reading Habit

The researcher presented the data presentation of English reading habit questionnaire at eleventh graders of SMAN 1 Palangka Raya. The researcher measured students' English reading habit by the researcher measured by Likert scale (always, often, sometime, seldom, never) with range of 5, 4, 3, 2, 1 for each. The Likert's scale is presented in table below.

Table 4.1
Range Score of Statements

Likert's scale types	Score
Always	5
Often	4
Sometimes	3
Seldom	2
Never	1

The data which is presented consisted of frequency, percentage, central tendency (mean, median, and modus) and standard deviation.

First step was to tabulate score into the table of calculation Mean. The table was shown below:

Table 4.2
The Calculation of Mean of English Reading Habit (item 1)

X	F	FX
5	47	235
4	24	96
	N=71	ΣX=331

$$\overline{X} = \frac{\Sigma X}{N} = \frac{331}{71} = 4.66$$

Based on the calculation above, the mean (item 1) of students' English reading habit is 4.66. The researcher calculated the score of calculation deviation score and standard deviation into the table below.

Table 4.3
The Calculation Deviation and Standard Deviation of English Reading Habit (item 1)

X	F	FX	x	x^2	Fx^2
5	47	235	0.34	0.1156	5.4332
4	24	96	-0.66	0.4356	10.4544
	N=71	ΣX=331			ΣFx^2=15.8876

$$\text{Stdev} = \sqrt{\frac{\Sigma fx^2}{N-1}} = \sqrt{\frac{15.887}{71-1}} = \sqrt{\frac{15.887}{70}} = \sqrt{0.226} = 0.47$$

The calculation of standard deviation (item 1) of students' English reading habit is 0.47. The researcher showed score of frequency, percentage, mean, median, modus, and standard Deviation were tabulated in the table. The table is as follows:

Table 4.4
The Result of Reading Habit Questionnaire

No Item	Frequency (F) & Percentage (P)	Scale					Total	Mean	Median	Modus	Standar Deviasi
		Always =5	Often =4	Sometime=3	Seldom=2	Never=1					
1.	F	47	24	0	0	0	71	4.67	5	5	0.47
	P	66.2%	33.8%	0%	0%	0%	100%				
2.	F	4	12	26	22	7	71	2.78	3	3	1.03
	P	5.5%	16.9%	36.6%	31.0%	9.9%	100%				
3.	F	2	12	20	22	15	71	2.49	2	2	1.09
	P	2.8%	16.9%	28.2%	31.0%	21.1%	100%				
4.	F	7	14	14	26	10	71	2.74	2	2	1.21
	P	9.9%	19.7%	19.7%	36.6%	14.1%	100%				
5.	F	9	12	25	25	0	71	3.07	3	3	0.99
	P	12.7%	16.9%	35.2%	35.2%	0%	100%				
6.	F	16	17	28	10	0	71	3.54	3	3	1.22
	P	22.5%	23.9%	39.4%	14.1%	0%	100%				
7.	F	11	20	23	8	9	71	3.22	3	3	1.05
	P	15.5%	28.2%	32.4%	11.3%	12.7%	100%				
8.	F	14	23	26	4	4	71	3.54	4	3	0.91
	P	19.7%	32.4%	36.6%	5.6%	5.6%	100%				
9.	F	9	17	32	13	0	71	3.31	3	3	1.03
	P	12.7%	23.9%	45.1%	18.3%	0%	100%				
10.	F	5	29	21	11	5	71	3.25	3	4	1.03
	P	7.0%	40.8%	29.6%	15.5%	7.0%	100%				
11.	F	16	12	22	21	0	71	3.32	3	3	1.13
	P	22.5%	26.9%	31.0%	29.6%	0%	100%				
12.	F	6	17	21	27	0	71	3.03	3	2	0.98
	P	8.5%	23.9%	29.6%	38.0%	0%	100%				
13.	F	18	33	17	3	0	71	3.92	4	4	0.81
	P	25.4%	46.5%	23.9%	4.2%	0%	100%				
14.	F	12	29	24	6	0	71	3.67	4	4	0.86
	P	16.9%	40.8%	33.8%	8.5%	0%	100%				
15.	F	19	8	23	21	0	71	3.35	3	3	1.17
	P	26.8%	11.3%	32.4%	29.6%	0%	100%				
16.	F	22	7	19	10	13	71	3.21	3	5	1.48
	P	31.0%	9.9%	26.8%	14.1%	18.3%	100%				
17.	F	13	13	44	1	0	71	3.53	3	3	0.80
	P	18.3%	18.3%	62.0%	1.4%	0%	100%				
18.	F	0	26	8	37	0	71	2.84	2	2	0.93

	P	0%	36.6%	11.3%	52.1%	0%	100%			
19.	F	12	23	25	11	0	71	3.50	3	3	0.954
	P	16.9%	32.4%	35.2%	15.5%	0%	100%			
20.	F	2	17	35	17	0	71	3.05	3	3	0.77
	P	2.8%	23.9%	49.3%	23.9%	0%	100%			
21.	F	7	14	22	24	4	71	2.94	3	2	1.08
	P	9.9%	19.7%	31.0%	33.8%	5.6%	100%			
22.	F	17	18	36	0	0	71	3.73	3	3	0.82
	P	23.9%	25.4%	50.7%	0%	0%	100%			
23.	F	7	8	32	19	5	71	2.90	3	3	1.03
	P	9.9%	11.3%	45.1%	26.8%	7.0%	100%			
24.	F	10	9	26	16	10	71	2.90	3	3	1.22
	P	14.1%	12.7%	36.6%	22.5%	14.1%	100%			
25.	F	11	4	23	28	5	71	2.83	3	2	1.16
	P	15.5%	5.6%	32.4%	39.4%	7.0%	100%			
26.	F	49	19	3	0	0	71	4.46	5	5	0.56
	P	69.0%	26.0%	4.2%	0%	0%	100%			
27.	F	23	39	9	0	0	71	4.19	4	4	0.65
	P	32.4%	54.9%	12.7%	0%	0%	100%			
28.	F	28	32	11	0	0	71	4.23	4	4	0.71
	P	39.4%	45.1%	15.5%	0%	0%	100%			
29.	F	20	41	10	0	0	71	4.14	4	4	0.64
	P	28.2%	57.7%	14.1%	0%	0%	100%			
30.	F	34	37	0	0	0	71	4.48	4	4	0.50
	P	47.9%	52.1%	0%	0%	0%	100%			

The data from table above are presents the results of students' English reading habit questionnaire. The researcher showed detail of the result as follows:

Table 4.5
The Result of Item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	24	33.8	33.8	33.8
	Always	47	66.2	66.2	100.0
	Total	71	100.0	100.0	

The table shows that 41 students (66.2%) stated always, 24 students (33.8%) stated often and there are no students stated sometime, seldom and never. It indicates that always students keep read texts/English books even though English is difficult.

Table 4.6
The Result of Item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	7	9.9	9.9	9.9
	Seldom	22	31.0	31.0	40.8
	Sometime	26	36.6	36.6	77.5
	Often	12	16.9	16.9	94.4
	Always	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

The table 4.6 shows 4 students (5.6%) stated always, 12 students (16.9%) stated often, 26 students (36.6%) stated sometime, 22 students (31.0%) stated seldom and there are 7 students (9.9%) stated never. It indicates that sometime students visited a library or bookstore to find English reading.

Table 4.7
The Result of Item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	15	21.1	21.1	21.1
	Seldom	22	31.0	31.0	52.1
	Sometime	20	28.2	28.2	80.3
	Often	12	16.9	16.9	97.2
	Always	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Based on the table above 2 students (2.8%) stated always, 12 students (16.9%) stated often, 20 students (28.2%) stated sometime, 22 students (31.0%) stated seldom and there are 15 students (21.1%) stated never. It indicates that seldom students made a question to check them understanding for understand text/English books.

Table 4.8
The Result of Item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	14.1	14.1	14.1
	Seldom	26	36.6	36.6	50.7
	Sometime	14	19.7	19.7	70.4
	Often	14	19.7	19.7	90.1
	Always	7	9.9	9.9	100.0
	Total	71	100.0	100.0	

Based on the table above 7 students (9.9%) stated always, 14 students (19.7%) stated often, 14 students (19.7%) stated sometime,

26 students (36.6%) stated seldom and there are 10 students (14.1%) stated never. It indicates that seldom students read text/English books because of hobbies.

Table 4.9
The Result of Item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	25	35.2	35.2	35.2
	Sometime	25	35.2	35.2	70.4
	Often	12	16.9	16.9	87.3
	Always	9	12.7	12.7	100.0
	Total	71	100.0	100.0	

The table 4.9 are presents 9 students (12.7%) stated always, 12 students (16.9%) stated often, 25 students (35.2%) stated sometime, 25 students (35.2%) stated seldom and no student stated never. It indicates that sometime students was happy if the teacher gave an assignment to read text/English books.

Table 4.10
The Result of Item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	10	14.1	14.1	14.1
	Sometime	28	39.4	39.4	53.5
	Often	17	23.9	23.9	77.5
	Always	16	22.5	22.5	100.0
	Total	71	100.0	100.0	

Based on the table above 16 students (22.5%) stated always, 17 students (23.9%) stated often, 28 students (39.4%) stated sometime, 10 students (14.1%) stated seldom and no student stated never. It indicates that sometime students find out the meaning if they have difficulty understanding text/English books.

Table 4.11
The Result of Item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	9	12.7	12.7	12.7
	Seldom	8	11.3	11.3	23.9
	Sometime	23	32.4	32.4	56.3
	Often	20	28.2	28.2	84.5
	Always	11	15.5	15.5	100.0
	Total	71	100.0	100.0	

The table shows 11 students (15.5%) stated always, 20 students (28.2%) stated often, 23 students (32.4%) stated sometime, 8 students (11.3%) stated seldom and there are 9 students (12.7%) stated never. It indicates that sometime students read text/English books every day regularly.

Table 4.12
The Result of Item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	5.6	5.6	5.6
	Seldom	4	5.6	5.6	11.3
	Sometime	26	36.6	36.6	47.9
	Often	23	32.4	32.4	80.3
	Always	14	19.7	19.7	100.0
	Total	71	100.0	100.0	

Based on the table above 14 students (19.7%) stated always, 23 students (32.4%) stated often, 26 students (36.6%) stated sometime, 4 students (5.6%) stated seldom and there are 4 students (5.6%) stated never. It indicates that sometime students spend spare time to read texts/English books.

Table 4.13
The Result of Item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	13	18.3	18.3	18.3
	Sometime	32	45.1	45.1	63.4
	Often	17	23.9	23.9	87.3
	Always	9	12.7	12.7	100.0
	Total	71	100.0	100.0	

Based on the table above 17 students (12.7%) stated always, 17 students (23.9%) stated often, 32 students (45.1%) stated sometime, 13 students (18.3%) stated seldom and no student stated never. It

indicates that sometime students read text/English books more than 1 hour every day.

Table 4.14
The Result of Item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	7.0	7.0	7.0
	Seldom	11	15.5	15.5	22.5
	Sometime	21	29.6	29.6	52.1
	Often	29	40.8	40.8	93.0
	Always	5	7.0	7.0	100.0
	Total	71	100.0	100.0	

Based on the table above 5 students (7.0%) stated always, 29 students (40.8%) stated often, 21 students (29.6%) stated sometime, 11 students (15.5%) stated seldom and there are 5 students (7.0%) stated never. It indicates that often students read 5 texts/English books every week.

Table 4.15
The Result of Item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	21	29.6	29.6	29.6
	Sometime	22	31.0	31.0	60.6
	Often	12	16.9	16.9	77.5
	Always	16	22.5	22.5	100.0
	Total	71	100.0	100.0	

The table shows that 16 students (22.5%) stated always, 12 students (16.9%) stated often, 22 students (31.0%) stated sometime, 21 students (29.6%) stated seldom and no student stated never. It indicates that sometime students read a lot of texts/various types of English books within 3 months.

Table 4.16
The Result of Item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	27	38.0	38.0	38.0
	Sometime	21	29.6	29.6	67.6
	Often	17	23.9	23.9	91.5
	Always	6	8.5	8.5	100.0
	Total	71	100.0	100.0	

Based on the table above 6 students (8.5%) stated always, 17 students (23.9%) stated often, 21 students (29.6%) stated sometime, 27 students (38.0%) stated seldom and there are no student stated never. It indicates that seldom students buy/borrow lots of English text/ books within 3 months.

Table 4.17
The Result of Item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	3	4.2	4.2	4.2
	Sometime	17	23.9	23.9	28.2
	Often	33	46.5	46.5	74.6
	Always	18	25.4	25.4	100.0
	Total	71	100.0	100.0	

Based on the table above 18 students (25.4%) stated always, 33
students (46.5%) stated often, 17 students (23.9%) stated sometime, 3
students (4.2%) stated seldom and no student stated never. It indicates
that often vocabulary students' increased when I read a lot of
texts/English books.

Table 4.18
The Result of Item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	6	8.5	8.5	8.5
	Sometime	24	33.8	33.8	42.3
	Often	29	40.8	40.8	83.1
	Always	12	16.9	16.9	100.0
	Total	71	100.0	100.0	

The table shows that 12 students (16.9%) stated always, 29
students (40.8%) stated often, 24 students (33.8%) stated sometime, 6
students (8.5%) stated seldom and no student stated never. It indicates

that often students recorded vocabulary that they did not understand when they read English textbooks.

Table 4.19
The Result of Item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	21	29.6	29.6	29.6
	Sometime	23	32.4	32.4	62.0
	Often	8	11.3	11.3	73.2
	Always	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Based on the table above 19 students (26.8%) stated always, 8 students (11.3%) stated often, 23 students (32.4%) stated sometime, 21 students (29.6%) stated seldom and there are no student stated never. It indicates that sometime students underline the important things when they read English textbooks.

Table 4.20
The Result of Item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	13	18.3	18.3	18.3
	Seldom	10	14.1	14.1	32.4
	Sometime	19	26.8	26.8	59.2
	Often	7	9.9	9.9	69.0
	Always	22	31.0	31.0	100.0
	Total	71	100.0	100.0	

Based on the table above 22 students (31.0%) stated always, 7 students (9.9%) stated often, 19 students (26.8%) stated sometime, 10 students (14.1%) stated seldom and there are 13 students (18.3%) stated never. It indicates that always students read related material before English lessons began.

Table 4.21
The Result of Item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	1	1.4	1.4	1.4
	Sometime	44	62.0	62.0	63.4
	Often	13	18.3	18.3	81.7
	Always	13	18.3	18.3	100.0
	Total	71	100.0	100.0	

Based on the table above 13 students (18.3%) stated always, 13students (18.3%) stated often, 44 students (62.0%) stated sometime, 1 students (1.4%) stated seldom and there are no students stated never. It indicates that sometime students read text/English books to complete assignments.

Table 4.22
The Result of Item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	37	52.1	52.1	52.1
	Sometime	8	11.3	11.3	63.4
	Often	26	36.6	36.6	100.0
	Total	71	100.0	100.0	

The table shows that 36 students (36.6%) stated often, 8 students (11.3%) stated sometime, 37 students (52.1%) stated seldom and there are no student stated always and never. It indicates that seldom vocabulary students' increased when they read English-language fiction books such as comics, novels and others.

Table 4.23
The Result of Item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	11	15.5	15.5	15.5
	Sometime	25	35.2	35.2	50.7
	Often	23	32.4	32.4	83.1
	Always	12	16.9	16.9	100.0
	Total	71	100.0	100.0	

Based on the table above 12 students (16.6%) stated always, 23 students (32.4%) stated often, 25 students (35.2%) stated sometime, 11 students (15.5%) stated seldom and there are no student stated never. It indicates that sometime students read text/English books outside of school lessons such as articles, comics and others.

Table 4.24
The Result of Item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Seldom	17	23.9	23.9	23.9
	Sometime	35	49.3	49.3	73.2
	Often	17	23.9	23.9	97.2
	Always	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

The table shows that 2 students (2.8%) stated always, 17 students (23.9%) stated often, 35 students (49.3%) stated sometime, 17 students (23.9%) stated seldom and there are no student stated never. It indicates that sometime students recorded vocabulary that they did not understand when they read English text/books outside of school lessons such as articles, comics and others.

Table 4.25
The Result of Item 21

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	5.6	5.6	5.6
	Seldom	24	33.8	33.8	39.4
	Sometime	22	31.0	31.0	70.4
	Often	14	19.7	19.7	90.1
	Always	7	9.9	9.9	100.0
	Total	71	100.0	100.0	

Based on the table above 7 students (9.9%) stated always, 14 students (19.7%) stated often, 22 students (31.0%) stated sometime,

24 students (33.8%) stated seldom and there are 4 students (5.6%) stated never. It indicates that seldom students read text/English books and connect new information with them understanding.

Table 4.26
The Result of Item 22

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometime	36	50.7	50.7	50.7
	Often	18	25.4	25.4	76.1
	Always	17	23.9	23.9	100.0
	Total	71	100.0	100.0	

The results of the table above 71 students (23.9%) stated always, 18 students (25.4%) stated often, 36 students (50.7%) stated sometime, and there are no student stated seldom and never. It indicates that sometime family students' bought an English book.

Table 4.27
The Result of Item 23

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	7.0	7.0	7.0
	Seldom	19	26.8	26.8	33.8
	Sometime	32	45.1	45.1	78.9
	Often	8	11.3	11.3	90.1
	Always	7	9.9	9.9	100.0
	Total	71	100.0	100.0	

Based on the table above 7 students (9.9%) stated always, 8students (11.3%) stated often, 32 students (45.1%) stated sometime, 19 students (26.8%) stated seldom and there are 5 students (7.0%) stated never. It indicates that sometime family students' encouraged them to read texts/English books at spare time.

Table 4.28
The Result of Item 24

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	10	14.1	14.1	14.1
	Seldom	16	22.5	22.5	36.6
	Sometime	26	36.6	36.6	73.2
	Often	9	12.7	12.7	85.9
	Always	10	14.1	14.1	100.0
	Total	71	100.0	100.0	

Based on the table above 10 students (14.1%) stated always, 9 students (12.7%) stated often, 26 students (36.6%) stated sometime, 16 students (22.5%) stated seldom and there are 10 students (14.1%) stated never. It indicates that sometime family students' encouraged them to reread English textbooks at home.

Table 4.29
The Result of Item 25

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	5	7.0	7.0	7.0
	Seldom	28	39.4	39.4	46.5
	Sometime	23	32.4	32.4	78.9
	Often	4	5.6	5.6	84.5
	Always	11	15.5	15.5	100.0
	Total	71	100.0	100.0	

The results of the table above 11 students (15.5%) stated always, 4 students (5.6%) stated often, 23 students (32.4%) stated sometime, 28 students (39.4%) stated seldom and there are 5 students stated never. It indicates that sometime family students' chose them various types of English books.

Table 4.30
The Result of Item 26

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometime	3	4.2	4.2	4.2
	Often	19	26.8	26.8	31.0
	Always	49	69.0	69.0	100.0
	Total	71	100.0	100.0	

Based on the table above 49 students (69.0%) stated always, 19 students (26.8%) stated often, 3 students (4.2%) stated sometime and there are no student stated seldom and never. It indicates that always students read texts/English books because of orders from the teacher.

Table 4.31
The Result of Item 27

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometime	9	12.7	12.7	12.7
	Often	39	54.9	54.9	67.6
	Always	23	32.4	32.4	100.0
	Total	71	100.0	100.0	

Based on the table above 23 students (32.4%) stated always, 39 students (54.9%) stated often, 9 students (12.7%) stated sometime and there are no student stated seldom and never. It indicates that often students read texts/English books to improve those English skills.

Table 4.32
The Result of Item 28

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometime	11	15.5	15.5	15.5
	Often	32	45.1	45.1	60.6
	Always	28	39.4	39.4	100.0
	Total	71	100.0	100.0	

The results of the table above 28 students (39.4%) stated always, 32 students (45.1%) stated often, 11 students (15.5%) stated sometime and there are no student stated seldom and never. It indicates that often students read texts/English books to improve them English vocabulary.

Table 4.33
The Result of Item 29

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometime	10	14.1	14.1	14.1
	Often	41	57.7	57.7	71.8
	Always	20	28.2	28.2	100.0
	Total	71	100.0	100.0	

Based on the table above 20 students (28.2%) stated always, 41 students (57.7%) stated often, 10 students (14.1%) stated sometime and there are no student stated seldom and never. It indicates that often students read texts/English books them academic success.

Table 4.34
The Result of Item 30

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	37	52.1	52.1	52.1
	Always	34	47.9	47.9	100.0
	Total	71	100.0	100.0	

Based on the table above 37 students (52.1%) stated always, 34 students (47.9%) stated often, and there are no student stated sometime, seldom, and never. It indicates that often students read text/English books to increase them knowledge.

The researcher interpreted the scores of reading habit by classifying it into three categories by using this formula:

The highest of reading habit score = Mx + 1 SDx

= 68,65 + 1.11,62

= 80,27

= 80

The lowest of reading habit score = Mx − 1 SDx

= 68,65 - 1.11,62

= 57,03

= 57

Table 4.35
Analysis of English Reading Habit Score

Score	Frequency	Category	Percentage
> 80	13	Good	18.31%
57 - 80	46	Fair	64.79%
< 57	12	Bad	16.90%
Total	**71**		**100%**

The result of English reading habit were 13 (18.31%) students who acquired scores >80 in good category, 46 (64.79%) students who acquired score 57-80 in fair category, 13 (16.90%) students who acquired score <57 in bad category. The scores presented in figure 4.1.
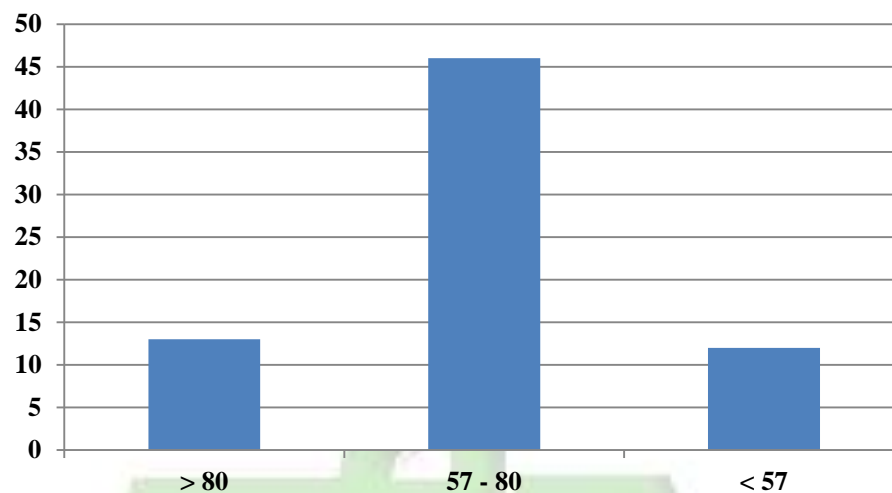
Figure 4.1
The Scores of English Reading Habit

2. The Average of Students' English Reading Habit

The researcher calculation the average of students' English reading habit used manual calculation as follow:

$$M = \frac{\sum X}{N} = \frac{4.874}{71} = 68.65$$

Based on the calculation above, the average scores is 68.65. It mean the students English reading habit in **fair category.**

3. The Result of Vocabulary Mastery

The researcher presented the result of vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya. The following table shows about the vocabulary mastery test scores.

Table 4.36
The Result of Vocabulary Mastery Test Score

No	Code	VOCABULARY MASTERY (Y)	Y^2
1.	A1	70	4900
2.	A2	60	3600
3.	A3	84	7056
4.	A4	60	3600
5.	A5	90	8100
6.	A6	92	8464
7.	A7	96	9216
8.	A8	60	3600
9.	A9	80	6400
10.	A10	60	3600
11.	A11	44	1936
12.	A12	46	2116
13.	A13	70	4900
14.	A14	90	8100
15.	A15	68	4624
16.	A16	84	7056
17.	A17	38	1444
18.	A18	84	7056
19.	A19	76	5776
20.	A20	50	2500
21.	A21	76	5776
22.	A22	70	4900
23.	A23	78	6084
24.	A24	62	3844
25.	A25	74	5476
26.	A26	90	8100
27.	A27	80	6400
28.	A28	92	8464
29.	A29	92	8464
30.	A30	56	3136
31.	A31	86	7396
32.	A32	92	8464
33.	A33	82	6724
34.	A34	82	6724
35.	A35	92	8464
36.	A36	64	4096
37.	A37	78	6084
38.	A38	82	6724
39.	A39	90	8100
40.	A40	96	9216

41.	A41	80	6400
42.	A42	66	4356
43.	A43	74	5476
44.	A44	76	5776
45.	A45	66	4356
46.	A46	90	8100
47.	A47	68	4624
48.	A48	48	2304
49.	A49	60	3600
50.	A50	78	6084
51.	A51	82	6724
52.	A52	56	3136
53.	A53	70	4900
54.	A54	76	5776
55.	A55	68	4624
56.	A56	86	7396
57.	A57	84	7056
58.	A58	92	8464
59.	A59	48	2304
60.	A60	78	6084
61.	A61	60	3600
62.	A62	82	6724
63.	A63	68	4624
64.	A64	86	7396
65.	A65	90	8100
66.	A66	54	2916
67.	A67	78	6084
68.	A68	70	4900
69.	A69	70	4900
70.	A70	78	6084
71.	A71	64	4096
Sum		**5.262**	**403.644**
Lowest Score		**38**	
Highest Score		**96**	
Mean		**74.11**	
Standard Deviation		**13.97**	

The result of the calculation shows that variable Y was found $\sum Y =$ 5.262 and $\sum Y^2 = 403.644$. Based on the data above, it is known that the highest score was 96 and the lowest score was 38. The classification of

the students' scores by using the categories which is submitted by David P. Harris (1969, p.134), it can be seen in the table below.

Table 4.37
Distribution of Vocabulary Mastery Test Score

No.	Score	Frequency	Category	Percentage
1	80 – 100	29	Excellent	40.85%
2	70 - 79	18	Good	25.35%
3	60 - 69	15	Fair	21.13%
4	50 - 59	4	Low	5.63%
5	0 - 49	5	Poor	7.04%
	Total	**71**		**100%**

Based on the data above, it can be explained that there were 29 (40.85%) students who acquired scores 80-100, 18 (25.35%) students who acquired score 70 - 79, 15 (21.13%) students who acquired score 60 - 69, 4 (5.63%) students who acquired score 50 - 59 and there were 5 (7.04%) students who acquired score 0 – 49). The scores presented in figure 4.2.
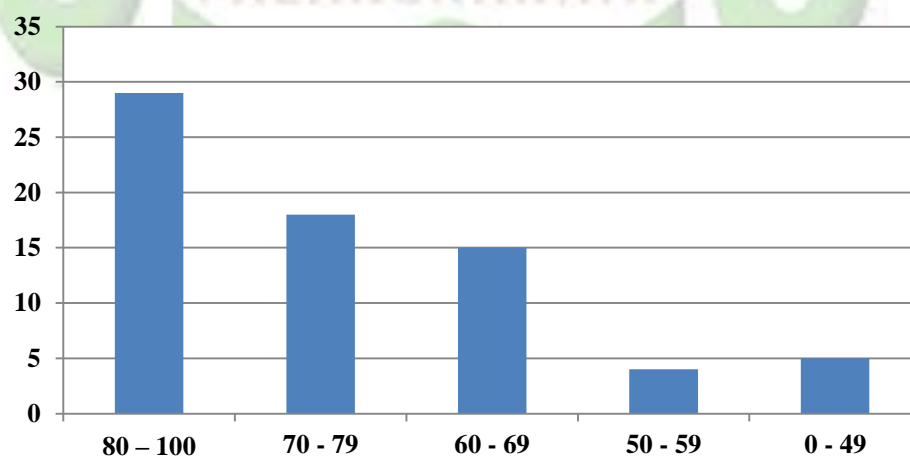

Figure 4.2
The Scores of Vocabulary Mastery

4. **The Average of Vocabulary Mastery**

The researcher calculation the average of vocabulary mastery test score used manual calculation as follow:

$$M = \frac{\sum X}{N} = \frac{5.262}{71} = 74.11$$

In the calculation above, the average scores is 74.11. It mean the students' vocabulary mastery in **good category.**

The researcher presents the data description at eleventh grade students' of SMAN 1 Palangka Raya about their English reading habit and vocabulary mastery. It can be seen in the following table:

Table 4.38
The Students' English Reading Habit and Vocabulary Mastery Test Score

No	Code	Questionnaire result (X)	Vocabulary Score (Y)
1.	A1	77	70
2.	A2	86	60
3.	A3	69	84
4.	A4	87	60
5.	A5	69	90
6.	A6	76	92
7.	A7	87	96
8.	A8	58	60
9.	A9	91	80
10.	A10	56	60
11.	A11	55	44
12.	A12	67	46
13.	A13	72	70
14.	A14	63	90
15.	A15	68	68
16.	A16	91	84
17.	A17	62	38
18.	A18	51	84
19.	A19	59	76
20.	A20	55	50

21.	A21	61	76
22.	A22	51	70
23.	A23	57	78
24.	A24	69	62
25.	A25	69	74
26.	A26	89	90
27.	A27	71	80
28.	A28	75	92
29.	A29	58	92
30.	A30	51	56
31.	A31	87	86
32.	A32	70	92
33.	A33	71	82
34.	A34	58	82
35.	A35	69	92
36.	A36	76	64
37.	A37	87	78
38.	A38	69	82
39.	A39	87	90
40.	A40	69	96
41.	A41	74	80
42.	A42	68	66
43.	A43	75	74
44.	A44	67	76
45.	A45	68	66
46.	A46	91	90
47.	A47	57	68
48.	A48	69	48
49.	A49	59	60
50.	A50	75	78
51.	A51	84	82
52.	A52	57	56
53.	A53	69	70
54.	A54	77	76
55.	A55	71	68
56.	A56	56	86
57.	A57	57	84
58.	A58	91	92
59.	A59	56	48
60.	A60	55	78
61.	A61	67	60
62.	A62	55	82
63.	A63	62	68
64.	A64	51	86

65.	A65	87	90
66.	A66	51	54
67.	A67	71	78
68.	A68	63	70
69.	A69	70	70
70.	A70	70	78
71.	A71	58	64
Total		**$\sum X = 4.874$**	**$\sum Y = 5.262$**

B.   Research Findings

1.   Testing Normality and Linierity

The researcher was prerequisite test (normality test and linearity test) by using SPSS 16.0. These are the results of normality test and linearity test.

Table 4.39
The Result of Normality Test

		Unstandardized Residual
N		71
Normal Parameters[a]	Mean	.0000000
	Std. Deviation	12.90654577
Most Extreme Differences	Absolute	.060
	Positive	.041
	Negative	-.060
Kolmogorov-Smirnov Z		.505
Asymp. Sig. (2-tailed)		.961

Based on the result, it shows that the value of variable X and Y 0.961 are higher than 0.05 (0.961 > 0.05). It can be concluded that the data was **normal.**

Table 4.40

The Result of Linierity Test

			Sum of Squares	df	Mean Square	F	Sig.
Reading Habit * Vocabulary Mastery	Between Groups	(Combined)	2959.664	22	134.530	.974	.511
		Linearity	1405.910	1	1405.910	10.175	.003
		Deviation from Linearity	1553.754	21	73.988	.535	.940
	Within Groups		6632.533	48	138.178		
	Total		9592.197	70			

Based on the calculation using SPSS 16.0 Program, the significance linearity of student's English reading habit above shows that the significance value 0.940 which is higher than 0.05 (0.940 > 0.05). Therefore, it can be concluded that variable X and variable Y was **linear.**

2. **Testing Hypothesis**

In this research, both the students' English reading habit and vocabulary mastery were related by using Pearson Product moment formula. The data are described on the following table:

Table 4.41
The Students' English Reading Habit and Vocabulary Mastery

No	X	Y	XY	X^2	Y^2
1.	77	70	5390	5929	4900
2.	86	60	5160	7396	3600
3.	69	84	5796	4761	7056
4.	87	60	5220	7569	3600
5.	69	90	6210	4761	8100
6.	76	92	6992	5776	8464
7.	87	96	8352	7569	9216
8.	58	60	3480	3364	3600

9.	91	80	7280	8281	6400
10.	56	60	3360	3136	3600
11.	55	44	2420	3025	1936
12.	67	46	3082	4489	2116
13.	72	70	5040	5184	4900
14.	63	90	5670	3969	8100
15.	68	68	4624	4624	4624
16.	91	84	7644	8281	7056
17.	62	38	2356	3844	1444
18.	51	84	4284	2601	7056
19.	59	76	4484	3481	5776
20.	55	50	2750	3025	2500
21.	61	76	4636	3721	5776
22.	51	70	3570	2601	4900
23.	57	78	4446	3249	6084
24.	69	62	4278	4761	3844
25.	69	74	5106	4761	5476
26.	89	90	8010	7921	8100
27.	71	80	5680	5041	6400
28.	75	92	6900	5625	8464
29.	58	92	5336	3364	8464
30.	51	56	2856	2601	3136
31.	87	86	7482	7569	7396
32.	70	92	6440	4900	8464
33.	71	82	5822	5041	6724
34.	58	82	4756	3364	6724
35.	69	92	6348	4761	8464
36.	76	64	4864	5776	4096
37.	87	78	6786	7569	6084
38.	69	82	5658	4761	6724
39.	87	90	7830	7569	8100
40.	69	96	6624	4761	9216
41.	74	80	5920	5476	6400
42.	68	66	4488	4624	4356
43.	75	74	5550	5625	5476
44.	67	76	5092	4489	5776
45.	68	66	4488	4624	4356
46.	91	90	8190	8281	8100
47.	57	68	3876	3249	4624
48.	69	48	3312	4761	2304
49.	59	60	3540	3481	3600
50.	75	78	5850	5625	6084
51.	84	82	6888	7056	6724
52.	57	56	3192	3249	3136

53.	69	70	4830	4761	4900
54.	77	76	5852	5929	5776
55.	71	68	4828	5041	4624
56.	56	86	4816	3136	7396
57.	57	84	4788	3249	7056
58.	91	92	8372	8281	8464
59.	56	48	2688	3136	2304
60.	55	78	4290	3025	6084
61.	67	60	4020	4489	3600
62.	55	82	4510	3025	6724
63.	62	68	4216	3844	4624
64.	51	86	4386	2601	7396
65.	87	90	7830	7569	8100
66.	51	54	2754	2601	2916
67.	71	78	5538	5041	6084
68.	63	70	4410	3969	4900
69.	70	70	4900	4900	4900
70.	70	78	5460	4900	6084
71.	58	64	3712	3364	4096
Jumlah	$\sum X = $ **4.874**	$\sum Y = $ **5.262**	$\sum XY = $ **365.608**	$\sum X^2 = $ **344.182**	$\sum Y^2 = $ **403.644**

The result of the calculation above, the researcher gets $\sum X = $ 4.874, $\sum Y = $ 5.262, $\sum XY = $365.608, $\sum X^2 = $ 344.182 and $\sum Y^2 = $ 403.644.

The researcher calculated the correlation between English reading habit and vocabulary mastery by using product moment formula to found the product of r_{xy}. There are manual and SPSS 0.16 calculation, as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$r_{xy} = \frac{71 \times 365.608 - (4.874)(5.262)}{\sqrt{\{71 \times 344.182 - (4.874)^2\}\{71 \times 403.644 - (5.262)^2\}}}$$

$$r_{xy} = \frac{25.958,168 - 25.646.988}{\sqrt{(24.436.922 - 23.755.876)(28.658.724 - 27.688.644}}$$

$$r_{xy} = \frac{311.180}{\sqrt{(681.046)(970.080)}}$$

$$r_{xy} = \frac{311.180}{\sqrt{6.60669E+11}}$$

$$r_{xy} = \frac{311.180}{812815.5}$$

$$r_{xy} = 0.383$$

Table 4.42
Correlation

		X	Y
X	Pearson Correlation	1	.383[**]
	Sig. (2-tailed)		.001
	N	71	71
Y	Pearson Correlation	.383[**]	1
	Sig. (2-tailed)	.001	
	N	71	71

Based on the manual calculation and the result of the test using

SPSS 16.0 Program above, it was found that the r_{value} was 0.383. Then

the r_{value} was consulted with the table of the interpretation coefficient

correlation r. According to Sugiyono (2016, p.184), the categories of correlation were presented in the following table.

Table 4.43
Coefficient Correlation Interpretation

Interval	Category
0.00 - 0.199	Very Low
0.20 - 0.399	Low
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.000	Very Strong

The table 4.43 shows that index of product moment correlation was 0.383 in the level significance 0.05. The correlation index (r_{value}= 0.383) is in the interval of (0.20-0.399), this means that the correlation belongs to "Low Correlation". To prove the value of "r" based on the calculation degree of freedom was known with formula, as follow:

df = N-nr,

N =71, nr = 2

df = 71 – 2 = 69

Based on the table of product moment at significant value 0.05 with df= 69, the value of r_{table} is 0.233.

The researcher was known that the result of r observed r_{value} 0.383 > r_{table} 0.233. It can be explained that the value of r observed r_{value} 0.383 showed positive correlation between students' English reading habit and vocabulary mastery in significant level 5%. The researcher made the chart by using SPSS 16.0 to show correlation

between English reading habit and vocabulary mastery. The chart
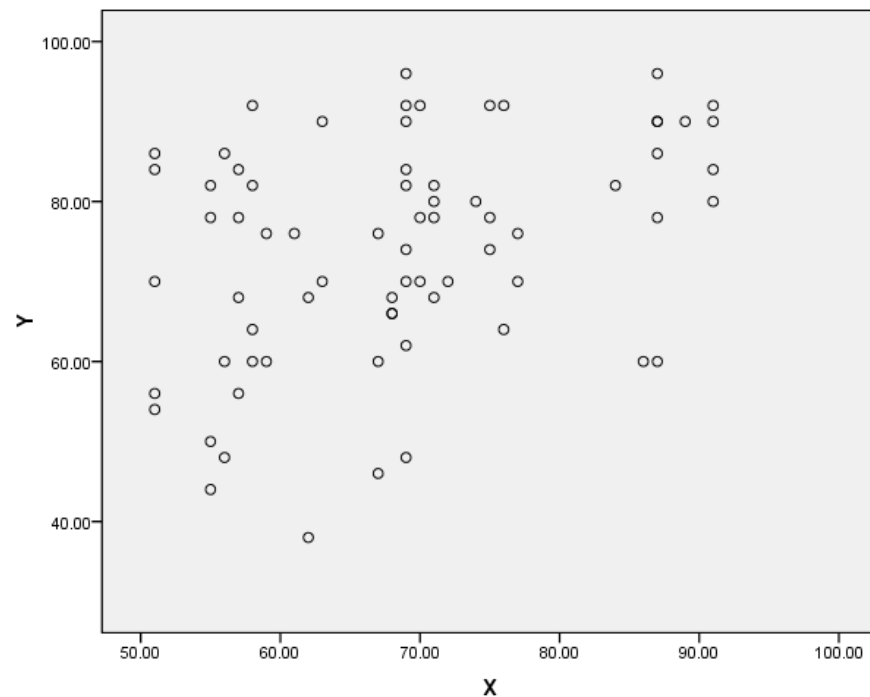
shown as follows:

Figure 4.3
The Scatterplot of Correlation between English Reading Habit (X)
and Vocabulary Mastery (Y)

The researcher calculated the contribution of the variable X to

the variable Y is used the formula as below:

$$KP = r^2 \times 100\%$$

Where:

KP: determinant coefficient score

r   : correlation coefficient score

$KP = r^2 \times 100\%$

KP = 0.383^2x 100 %

KP = 0.15 x 100 %

KP = 0.15 %

The result of the variable X (English reading habit) gives the contribution to the vocabulary mastery for the Students at eleventh grade of SMA Negeri 1 Palangka Raya on Academic years 2018/2019 was 0.15% and 99.85 % is influenced by the other aspects.

To know the value of t_{value} is used the formula:

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{n-r^2}}$$

Where:

t_{value} : nilai t (value t)

r : the score of coefficient correlation and

n : the number of sample.

The formula above it was known that:

r= 0.383

n= 71

$$t_{value} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t_{value} = \frac{0.383\sqrt{71-2}}{\sqrt{1-0.383^2}}$$

$$t_{value} = \frac{3.181436939}{0.923748342}$$

$$t_{value} = 3.444$$

Based on the calculation above, $\alpha = 0.05$ and n = 71 so, df = n-2 = 71-2 = 69 and t_{table} was 1.667. So, it can be seen than $t_{value} \geq t_{table}$ (3.444 $\geq$ 1.667), the result was the H_a is accepted and H_o is refused. In this case that variable X English reading habit was low correlation or gave influence to students' vocabulary mastery.

C. **Discussion**

The researcher found some information about how the English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya. The findings of the English reading habit shows that the mean of the students' English reading habit which is 68.65, it can be concluded that English reading habit at eleventh grade students of SMAN 1 Palangka Raya is in fair category. Meanwhile, the mean of the students' vocabulary mastery which is 74.11, it can be concluded that vocabulary mastery at eleventh grade students of SMAN 1 Palangka Raya is in good category.

The value of correlation between English reading habit and vocabulary mastery is 0.383 and the value of r_{table} at significant value $\alpha = 0.05$ with df= 69 is 0.233. It can be concluded that r_{value} (0.383) > r_{table} (0.233) which means Ha is accepted and Ho is rejected. Moreover, based on the correlation index number, the value of r_{value} (0.383) is in low correlation (between 0.20 and 0.399). It means there is positive correlation in low category between variable X (English reading habit) and variable Y (vocabulary mastery) at eleventh graders of SMAN 1 Palangka Raya.

The finding of this research related to the theories and previous study. According to Thanuskodi (2011) explained the impact of reading in people's lives. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion (Chap. II, p.38). Moreover, Inderjit (2014) stated reading habits can help students to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can build by reading habits. By reading, students will gain a lot of knowledge and information. The increasing of knowledge can build the self-confidence of students (Chap. II, p.36).

Meanwhile, The finding of this research related to previous study. According to syaifuddin (2016), there is positive correlation between reading habit in and vocabulary mastery (Chap. II, p.9). Moreover, According to Naimatun (2015) there is positive correlation between reading habits and students' vocabulary mastery. Base on the explanation above, the researcher concluded that there is positive correlation between English reading habit and vocabulary mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the conclusion and suggestion of the research. The researcher explains the conclusion of the researcher and the suggestion for the next researcher.

A. Conclusion

According to the description of the data that mentioned in the previous chapter, it showed that the students' scores in English reading habit and vocabulary master. Based on the findings, the value of correlation between English reading habit and vocabulary mastery is 0.383 and the value of r_{table} at significant value $\alpha = 0.05$ with df= 69 is 0.233. It can be concluded that r_{value} (0.383) > r_{table} (0.233) which means Ha is accepted and Ho is rejected. Moreover, based on the correlation index number, the value of r_{value} (0.383) is in low category (between 0.20 and 0.399). Based on the findings of this research, the researcher found that there is a positive correlation in low category between English reading habit and vocabulary mastery at eleventh graders of SMAN 1 Palangka Raya.

B.   Suggestion

Based on the finding of this research, the mean of students' English reading habit which is 68.65, it can be concluded that English reading habit at eleventh graders of SMAN 1 Palangka Raya is in **fair category**. The mean of the students' vocabulary mastery which is 74.11, it can be concluded that vocabulary mastery at eleventh graders students of SMAN 1 Palangka Raya is in **good category**. The researcher give some suggestion, there are:

1.   For English teachers to motivate their students to increase their English reading habit and give motivate to increase their vocabulary mastery.

2.   For students, they are expected to realize that vocabulary is the most important element in learning a language including English. They read more than they do before and encourage them to learn English by reading a lot of books to improve their vocabulary. They will be faster and easier to learning English.

3.   For the next researcher, they can deeper analysis about English reading habit. The further researcher recommended constructing the appropriate, use various aspects of vocabulary mastery test and use various test. The test not only questionnaire and multiple choice test but also interview.

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