

**THE CORRELATION OF STUDENTS' READING BEHAVIOR TOWARD  
THEIR VOCABULARY MASTERY AT ENGLISH DEPARTMENT UKI  
TORAJA**

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**ABSTRACT**

*Based on the background, the problem statements is formulated as follow; Is there any correlation between students' reading behavior toward their English vocabulary mastery at English Department UKI Toraja? In this research, the researcher used quantitative method. The participants of the research was taken at the 6<sup>th</sup> semester students of English Department UKI Toraja. The researcher took 13 students with the same students that were selected by using random sampling technique. To collected the data, the researcher used questionnaire and written test. The results of the study finally concluded that the answers to the research questions correlated students' reading behavior to their vocabulary mastery in the UKI Toraja English Education Department, the researchers concluded that  $r_{xy} (-0.281) < r_{table} (0.553)$  which means there was no correlation between students' reading behavior and their vocabulary mastery in the UKI Toraja English Education Department.*

**Key terms:** *Correlation, Reading Behavior, Vocabulary Mastery*

## INTRODUCTION

Every students has differences in reading behavior and level of vocabulary mastery. From these problems, the researcher saw that they had their own behavior in increasing vocabulary. Therefore, students must know that to have good vocabulary mastery requires good reading behavior as well.

Reading is also an important aspect of learning English. Sutari conveys that reading is the process of making sense of what is written or printed by interpreting a character or symbols (Melandita, 2019, p. 72). Reading behavior is an act of direct involvement in reading activities (Nilsen et al, 2012, p. 3). Shen identifies reading behavior, how often, how much, and what readers read (Shen, 2006). In addition, Gaona also describes indicators of reading behavior (Gaona, 2011). Namely the frequency of reading, reading books, time used for academic reading, time used for non-academic reading, motivation in the family environment, motivation in the academic environment.

Vocabulary is a collection of words used in a language (Schmitt, 2000, p. 41). Therefore, Cahyono & Wdiati states that students can improve their English, such as listening, speaking, reading, and writing if they master the English vocabulary (Holidazia & Rodliyah, 2020). Thus, students become aware of the existence of other English vocabulary and be able to improve their English (Holidazia & Rodliyah, 2020). When students get used to reading a book in English, their brain will also get used to the English vocabulary. Therefore, the better the students' reading behavior, the higher the students' vocabulary mastery.

English is the most widely studied foreign language in the world. Because it is used in diplomacy, education, business, economy, politic, social and culture. However, in Indonesia, English is just known as the first foreign language which has very limited use including the place, time, and environment. Because English has significant role, now days English has been taught until university and even has become a main department especially in UKI Toraja. Even English language is the world wide prime language in this world do not mean that there are no people who do not like English. Not all of the students of English Education Department UKI Toraja is truly motivate in learning English.

Based on the observation conducted at six semester students, the researcher found that some students take English Education Department just like to fill empty time, to do what they parents want or it can be a form from a release when she/he tokk in another university but they get ignored. Students with that type usually when the class is begin they are busy with what they want to do or come late to the class and the result they got poor in their academic achievement. Many students find it difficult to learn languages, which makes them very lazy and uninterested, especially in learning languages. Such students' reading behavior explains how their level of vocabulary mastery indicates that there is a link between students' reading behavior and vocabulary mastery. Therefore, by this fact in this research, the researcher wanted to find out **“THE CORRELATION OF STUDENTS’ READING BEHAVIOR TOWARD THEIR ENGLISH VOCABULARY MASTERY AT ENGLISH DEPARTMENT UKI TORAJA”**. This study aims to prove whether there is a correlation between students' reading behavior and their vocabulary mastery.

## METHOD

The writer conducted this research at Christian University of Indonesian Toraja (UKI Toraja), regency of Tana Toraja, academic year 2022/2023. It is

located on Jl. Jendral Sudirman No. 9, kec. Makale, Tana Toraja, South Sulawesi. Population of this research is the sixth semester students of English department. It consists of 70 students and divided into 4 classes. The writer chose 13 students as the sample of this research by using random sampling technique sampling. Random sampling technique is a technique of taking samples from members of the population without regard to the existing strata in the population. The number of respondents is 13 students. The instrument used questionnaire and written test. The number of questionnaire questions is 20 items based on six indicators, namely; Frequency reading, Attitude toward reading, Academic readings, Non-academic reading, Motivation in the academic environment, Motivation in the family environment (Gaona, 2011). In this study, researchers used a Likert scale assessment to measure attitudes, opinions, perceptions based on certain objects or phenomena (Syarbaini Saleh, 2017). And in the written test, there are 20 questions in the test. the test questions are made based on the syllabus for the English Department Vocabulary course at UKI Toraja where the test indicators only focus on part of speech; nouns, adjectives, verbs, adverbs (Carnie, 2006).

## RESULT AND DISCUSSION

### Result

This research was conducted at the UKI Toraja English Department. In this chapter, the researcher presents answers to the formulation of the problem to find out whether there is a relationship between students' reading behavior and their mastery of English vocabulary in the UKI Toraja English Department. This study used 2 instruments, namely a questionnaire to test reading behavior and a multiple choice question test for the vocabulary mastery test involving 20 respondents, but in reality only 13 respondents with the same student could be used as the research sample. It can be seen in the following table :

Table 4.1 Final Score of Students Reading Behavior and Vocabulary mastery

No.	Respondents	Reading Behavior (X)	Vocabulary Mastery (Y)
1.	R1	70	35
2.	R2	45	30
3.	R3	67	60
4.	R4	72	85
5.	R5	54	75
6.	R6	88	75
7.	R7	83	85
8.	R8	90	95
9.	R9	33	65
10.	R10	40	60
11.	R11	34	85
12.	R12	75	55
13.	R13	72	60

#### 1. Classification Score of Reading Behavior

Based on the results of the reading behavior score of each student in table 4.1, it is concluded that the level of classification is as shown in the table below:

Table 4.2 Classification Score of Reading Behavior

No.	Respondents	Reading Behavior (X)	Vocabulary Mastery (Y)
1.	R1	70	35
2.	R2	45	30
3.	R3	67	60
4.	R4	72	85
5.	R5	54	75
6.	R6	88	75
7.	R7	83	85
8.	R8	90	95
9.	R9	33	65
10.	R10	40	60
11.	R11	34	85
12.	R12	75	55
13.	R13	72	60

Based on the score classification table above, the number of students who scored 0-40 (very poor) was 4 students, 41-55 (poor) was 2 students, 56-70 (fair) was 2 students, 71-85 (good) was 4 students, and 86-100 (very good) by 5 students.

2. Classification Score of Vocabulary Mastery

Based on the results of the vocabulary mastery score of each student in table 4.1, it is concluded that the classification level is as shown in the table below:

Table 4.3 Classification Score of Vocabulary Mastery

No.	Respondent	Score	Classification
1.	R1	35	Very poor
2.	R2	30	Very poor
3.	R3	60	Fair
4.	R4	85	Good
5.	R5	75	Good
6.	R6	75	Good
7.	R7	85	Good
8.	R8	95	Very good
9.	R9	65	Fair
10.	R10	60	Fair
11.	R11	85	Good
12.	R12	55	Poor

13.	R13	60	Fair
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Based on the score classification table above, the number of students who scored 0-40 (very poor) for 2 students, 41-55 (poor) for 1 student, 56-70 (fair) for 4 students, 71-85 (good) for 5 students, and 86-100 (very good) by 1 students.

### 3. Correlation Test

Based on the results of the reading behavior and vocabulary mastery score of each student in table 4.1, then the results of the correlation test of reading behavior on vocabulary mastery at the UKI Toraja English Department are obtained as shown in the table below:

Table 4.4 Pearson Correlation Test

Correlations			
		Reading Behavior	Vocabulary Mastery
Reading Behavior	Pearson Correlation	1	.281
	Sig. (2-tailed)		.353
	N	13	13
Vocabulary Mastery	Pearson Correlation	.281	1
	Sig. (2-tailed)	.353	
	N	13	13

From the table it can be seen that the Pearson correlation values for the variables of reading behavior and vocabulary mastery have the same value of 0.281, which means that the two variables have a positive relationship with the sig. (2-tailed) is 0.353. However, when a comparison was made between the Pearson correlation values the number of respondents was with the  $r_{table}$  sig. 0.05, then the significance value is 0.553. Thus, the Pearson correlation value obtained is  $t_{count}$  0.281 < 0.553 which proves that there is no correlation between reading behavior and vocabulary mastery, with a low correlation level with a positive correlation.

### Discussion

This part discuss to find related theory about the correlation students reading behavior toward the vocabulary mastery in English. According to Jonathan Sarwono (2011:57), correlation is a method of analysis that includes methods of measuring associations or ties (measures of association).

There some researcher that related with this discussion. Ramadani, (2021) in her Research “The Correlation Between Students Vocabulary Mastery And Reading Comprehension (A Descriptive Research Design At The Eleventh Grade Of Man Selayar)” and “The Effect Of Reading Habit And Vocabulary Mastery Towards Students’ Reading Comprehension” by Rahayuningsih (2020). From the calculation finds that the student performance in vocabulary mastery and reading comprehension is good. It’s found that there was a correlation between vocabulary mastery and reading. “Impact Of Reading On Students’ Writing Ability” by Atayeva M., Putro, N. H. P. S., Kassymova G., Kosbay S. (2019) and Farro Durrotul (2018) in her research “The Correlation Between Reading Habit, Vocabulary Mastery, and Reading Skill at VII grade SMPN 1 Karanganyar”. The findings show that there is a significant positive correlation which shows that

reading habits and vocabulary mastery can contribute to reading skills. Ade Asih Susiari Tantri (2016) in her research “The Correlation Between Reading Habit and Vocabulary Mastery with Reading Comprehension Ability”. The calculation find that the higher the vocabulary mastery, the higher the reading comprehension ability. That is a person's reading ability is strongly influenced by the amount of time spent doing reading activities. Based on this explanation, it was found that there was a positive corelation between reading habits and vocabulary mastery with reading comprehension ability. From the four previous studies above, it is concluded that reading habits or reading behavior prove that there is a correlation with vocabulary mastery.

However, based on the findings in the study, it was found that the value of Pearson correlation ( $r_{\text{count}}$ ) reading behavior and vocabulary mastery is 0.281 and the value of  $r_{\text{table}}$  at significant value 5% with  $N = 13$  is 0.553. So, it can be concluded that  $r_{\text{count}}$  (0.281) <  $r_{\text{table}}$  (0.553) with the value of  $r_{\text{count}}$  (0.281) is positive. It means  $H_0$  is rejected and  $H_1$  is accepted. It means there no significant correlation of students' reading behavior toward their vocabulary mastery with a positive correlation. In contrast to the four previous studies above which say that there is a correlation between reading behavior or reading habit on vocabulary mastery. However, from the four previous studies above, there is something in common with this study, namely producing a positive relationship between reading behavior or reading habit on vocabulary mastery. Therefore, the researcher concluded that in this study there was no significant correlation but have a positive corrrrelation between students' reading behavior and their vocabulary mastery in the UKI Toraja English Department.

## CONCLUSION

Based on the results of the correlation analysis that has been carried out, a positive correlation value is obtained because based on the results of the classification scores, students' reading behavior is in the medium category, while vocabulary mastery is in the low category. However, from the results of the correlation analysis can be concluded that there was no correlation between students' reading behavior toward their vocabulary mastery at the UKI Toraja English Department.

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