



# The Correlation of Students' Reading Behavior with Their Vocabulary Mastery

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**Abstract.** The objective of this research was to find out the correlation between students' reading behavior toward their English vocabulary mastery. This research was conducted at English Department UKI Toraja. This research is the quantitative method. The participant of the research was the third semester students of English Department UKI Toraja. It consists of 87 students. There were 13 students as sample was chosen by using random sampling technique. To collect the data, the researcher used questionnaire and written test. 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.

**Keywords:** Correlation · Reading Behavior · Vocabulary Master

## 1 Introduction

Every student 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. Reading is the process of making sense of what is written or printed by interpreting a character or symbols [1–3]. Reading behavior is an act of direct involvement in reading activities or how often, how much, and what readers read in another words 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 [4–6].

Vocabulary is a collection of words used in a language [7–9]. Therefore, the students can improve their English, such as listening, speaking, reading, and writing if they master the English vocabulary [10–12]. Thus, students become aware of the existence of other English vocabulary and be able to improve their English [9, 13, 14]. When students get used to reading a book in English, their brain will also get used to the English

vocabulary [15]. 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, politics, social and culture [16]. 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 a significant role, nowadays English has been taught until university and even has become a main department especially in UKI Toraja. Even English language is the worldwide 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 motivated 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 took in another university but they get ignored. Students with that type usually when the class is begun, 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.

## 2 Methods

This research was quantitative. 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. 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. 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.

## 3 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 Tables 1 and 2.

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 (Table 3).

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 student.

From Table 4, 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  $t\text{-count } 0.281 < 0.553$  which proves that there is no correlation between reading behavior and vocabulary mastery, with a low correlation level.

## Discussion

There some researchers that related to The Correlation of students' reading behavior toward their Vocabulary Mastery [17–19]. 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. Some other researchers found out about the effectivities of reading behavior toward vocabulary Mastery. The

**Table 1.** Test Result

| Respondents | Reading Behavior (X) | Vocabulary Mastery (Y) |
|-------------|----------------------|------------------------|
| R1          | 70                   | 35                     |
| R2          | 45                   | 30                     |
| R3          | 67                   | 60                     |
| R4          | 72                   | 85                     |
| R5          | 54                   | 75                     |
| R6          | 88                   | 75                     |
| R7          | 83                   | 85                     |
| R8          | 90                   | 95                     |
| R9          | 33                   | 65                     |
| R10         | 40                   | 60                     |
| R11         | 34                   | 85                     |
| R12         | 75                   | 55                     |
| R13         | 72                   | 60                     |

**Table 2.** Classification Score of Reading Behavior

| Respondents | Reading Behavior (X) | Vocabulary Mastery (Y) |
|-------------|----------------------|------------------------|
| R1          | 70                   | 35                     |
| R2          | 45                   | 30                     |
| R3          | 67                   | 60                     |
| R4          | 72                   | 85                     |
| R5          | 54                   | 75                     |
| R6          | 88                   | 75                     |
| R7          | 83                   | 85                     |
| R8          | 90                   | 95                     |
| R9          | 33                   | 65                     |
| R10         | 40                   | 60                     |
| R11         | 34                   | 85                     |
| R12         | 75                   | 55                     |
| R13         | 72                   | 60                     |

**Table 3.** Classification Score of Vocabulary Mastery

| Respondent | Score | Classification |
|------------|-------|----------------|
| R1         | 35    | Very poor      |
| R2         | 30    | Very poor      |
| R3         | 60    | Fair           |
| R4         | 85    | Good           |
| R5         | 75    | Good           |
| R6         | 75    | Good           |
| R7         | 85    | Good           |
| R8         | 95    | Very good      |
| R9         | 65    | Fair           |
| R10        | 60    | Fair           |
| R11        | 85    | Good           |
| R12        | 55    | Poor           |
| R13        | 60    | Fair           |

**Table 4.** Pearson Correlation Test

|                    |                     | 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                 |

findings show that there is a significant positive correlation which shows that reading habits and vocabulary mastery can contribute to reading skills. The other researchers found out the correlation between reading habit and vocabulary mastery with reading comprehension [20]. 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 correlation 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 ( $r$  count) reading behavior and vocabulary mastery is 0.281 and the value of  $r$  table at significant value 5% with  $N = 13$  is 0.553. So, it can be concluded that  $r$  count (0.281) <  $r$  table (0.553) with the value of  $r$  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 correlation between students' reading behavior and their vocabulary mastery in the UKI Toraja English Department.

## 4 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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