THE CORRELATION BETWEEN READING HABITS AND STUDENTS' VOCABULARY MASTERY AT ENGLISH EDUCATION DEPARTMENT UNIVERSITAS MUHAMMADIYAH YOGYAKARTA

A Skripsi

Submitted to the Faculty of Language Education in Partial Fulfillment of the Requirements for the Degree of

Sarjana Pendidikan

Eva Aflakha Naimatun

20110540081

English Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2015

Universitas Muhammadiyah Yogyakarta

Faculty of Language Education

Department of English Education

We hereby approve the *Skripsi* of

Eva Aflakha Naimatun
20110540081
Candidate for the degree of *Sarjana Pendidikan*

August 29, 2015 _____

Dr. Suryanto
The *Skripsi* Supervisor

August 29, 2015 _____

Ika Wahyuni Lestary, S.Pd.
Examiner 1

August 29, 2015 _____

Maryam Sorohiti, S.S., M.H.Sc
Examiner 2

Accepted Yogyakarta, August 29, 2015

_____

Gendroyono, M.Pd

Dean

Faculty of Language Education

STATEMENT OF AUTHENTICITY

I am a student with the following identities:

Name : Eva Aflakha Naimatun

SN : 20110540081

Program Study : English Education Department

Faculty : Faculty of Language Education

University : Universitas Muhammadiyah Yogyakarta

Declare that this thesis *skripsi* entitled "The Correlation between Reading Habits and Students' Vocabulary Mastery at PBI UMY" is certainly my own work. I am completely responsible for the content of this *skripsi*. Other opinions or statements include this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, August 8th 2015

Eva Aflakha Naimatun

MOTTO

"A Big Journey Begins With Little Step"

DEDICATIONS

I fully dedicate this thesis to

My precious father, mother, sister and her family, my big family, my sweetheart, and all of my best friends.

Acknowledgment

I express my highest gratitude to Allah SWT for His blessing, love, opportunity, and mercy to complete this *skripsi*.

The *skripsi* was arranged to fulfill the requirements for the degree of *Sarjana Pendidikan*. This *skripsi* would never have been finished without the motivation, advice, support that are given by a lot of people. On this occasion, I also really express my gratitude and appreciation to all of them.

I would like to present my sincere appreciation to Dr. Suryanto as my supervisor who has given advise, suggestion, guidance, correction, and motivation in completing this *skripsi*. Thank you to Mrs. Noor Qomaria Agustina, S.Pd. M.Hum. as my *skripsi* proposal examiner who has given a lot of suggestion for making my *skripsi* better. I would also to say thank you to Mrs. Ika Wahyuni Lestary, S.Pd. and Mrs. Maryam Sorohiti, S.S., M.H.Sc. as my defense examiner who have given their suggestion for my *skripsi*.

My great thank goes to Mr. Gendroyono, S.Pd., M.Pd. as the Dean of Faculty of Language Education and Mrs. Sri Sudarsi, S.S., M.InT. as the Head of English Education Department. I also express my gratitude to all lecturers of English Education Department of Universitas Muhammadiyah Yogyakarta.

My sincere thanks go to my beloved parents and family for the support, prayers, encouragement, love, hard work and compassion, and giving material I need, always trying to do the best, to accompany me the day by day, support me all the time and given a smile and happiness in my life.

I thank my close friends Shani Indri Astuti, Novianti Renis, Upik Maria Ulfah, and Desitha Sari Hanur who always accompany me in all condition. To my fellas Puji Astuti, Andreas Giri S, Atika Salma, Ghazali, Winda Silviana, Fitria Dwi M who shared their experiences and give their support for me. To my roommate Wiwit or Kribooo, thanks for borrowing me your room. I also would like to say thanks to all of the students of English Education Department batch 2011 especially class C (MUBE) members who have become my class mate since in first semester.

I also recognize to the students of English Education Department Universitas Muhammadiyah Yogyakarta batch 2013 for become my respondents in accomplish this *skripsi*.

Final words, the author say thank you so much indeed for all for those who I can not mention the names. I realize that this *skripsi* is far from being perfect. Therefore, I greatly appreciate any criticism, comments, and suggestion for the improvement of this *skripsi*. Hopefully, this *skripsi* can be useful for us and give precious contribution to the improvement of the English teaching and learning.

Eva Aflakha Naimatun

Abstract

This research aims to identify the students' reading habit, to reveal students' vocabulary mastery and to find out the correlation between reading habit and vocabulary mastery. This research was conducted in English Education Department Department (EED of Universitas Muhammadiyah Yogyakarta (UMY). The population of EED UMY batch 2013 was 194, moreover the researcher used convenience sample. 106 students of EED UMY batch 2013 participated in this research. This research used quantitative approach and correlation as the methodology. Moreover, this research used two instruments namely questionnaire and vocabulary test. The research found out that the EED UMY students' batch 2013 had good reading habit. It was supported by the students reading habits mean value of 3.09. The research also found out that the vocabulary mastery of EED UMY 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 in very weak criteria of correlation. It means that the correlation was positive but not significant with the correlation value was 0.106 and the probability value wasm0.278.

Keywords: Correlation, Reading Habit, Vocabulary Mastery, EED UMY

Table of Content

Approval Page ii

Statement of Authenticity iii

Motto iv

Dedication v

Acknowledgment vi

Abstract viii

Table of Content ix

List of Table xiii

List of Figures xv

List of Appendices xvi

Chapter One

Introduction 1

Background of the Study 1

Limitation of the Problem 3

Formulation of the Problem 3

Objective of the Study 4

Significance of the Study 4

Chapter two

Literature Review..... 6

Reading 6

Review of Reading..... 6

Reading Habits..... 7

Types of Reading 7

Vocabulary..... 9

Review of Vocabulary 9

Types of Vocabulary..... 10

Vocabulary Mastery..... 10

The Correlation between Reading Habits and Vocabulary Mastery. 11

Related Studies..... 12

Conceptual Framework..... 15

Hypothesis..... 18

Chapter Three

Methodology 19

Design of the Study 19

Research Setting 20

Population and Sample 20

Population 20

Sample 20

Instruments of the Study 21

Validity of the Instrument 23

Reliability of the Instrument 24

Data Collection Procedure 26

Data Analysis 27

Chapter Four

Finding and Discussion 29

Findings 29

Students' Reading Habit 29

Students' Vocabulary Mastery 36

Correlation between Students' reading habit and their vocabulary mastery. 38

Discussion 39

Students' Reading Habit 39

Students' Vocabulary Mastery..... 40

Correlation between Students' reading habit and their vocabulary mastery.41

Chapter Five

Conclusion and Recommendation 42

Conclusion 42

Recommendation..... 43

References 45

Appendices..... 49

List of Table

Table 3.1 Instruments of the study

Table 3.2 Scale of questionnaire

Table 3.3 Categories of vocabulary mastery

Table 3.4 The criteria of validity

Table 3.5 Validity of Pearson Product Moment

Table 3.6 The categories of Cronbach's Alpha

Table 3.7 Reliability statistic

Table 3.8 Reliable items

Table 3.9 Categories of mean value

Table 3.10 Correlation category

Table 4.1 I read for pleasure

Table 4.2 I like reading in my leisure time

Table 4.3 I like reading English books

Table 4.4 I like reading English magazine

Table 4.5 I like reading English novel

Table 4.6 I like reading English text that is related in my field

Table 4.7 I like reading English text that is not related in my field

Table 4.8 I like reading English newspaper

Table 4.9 I like reading English on-line text

Table 4.10 I like reading English academic article

Table 4.11 I like reading English book in all topics

Table 4.12 I prefer extensive reading

Table 4.13 Finding of vocabulary test

Table 4.14 The correlation between students reading habit and their vocabulary mastery

Table 4.15 Criteria of significant correlation

List of Figures

Figure 2.1 Types of classroom reading performance

Figure 2.2 Conceptual framework of the research

Figure 4.1 The Histogram of students' reading habit

Figure 4.2 The Histogram of students' vocabulary mastery

List of Appendices

Appendix 1. Questionnaire of reading habit

Appendix 2. Vocabulary test

Appendix 3. The questionnaire data gathered

Appendix 4. Vocabulary test data gathered

Appendix 5. Product Moment *r* table (sig 0, 05(two tailed))

Appendix 6 Frequencies Statistics