PENGARUH KEBIASAAN MEMBACA DAN PENGUASAAN KOSAKATA TERHADAP PEMAHAMAN MEMBACA SISWA (SURVEI DI SMK JAKARTA TIMUR)

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Abstrak

Tujuan dari penelitian ini adalah untuk menemukan 1) Pengaruh Kebiasaan Membaca dan Kosakata Penguasaan Bersama-sama Terhadap Keterampilan Pemahaman Membaca Mahasiswa. 2). Pengaruh Kebiasaan Membaca Terhadap Keterampilan Pemahaman Membaca Mahasiswa. 3). Pengaruh Penguasaan Kosakata Meningkatkan keterampilan pemahaman membaca Mahasiswa. Metodologi penelitian yang digunakan adalah Kuantitatif dengan Metode Survei dan teknik analisis data yang digunakan dalam penelitian ini adalah model analisis regresi. Mencari tahu adanya Pengaruh variabel independen terhadap variabel dependen. Uji statistik yang digunakan adalah uji t dan analisis data menggunakan teknik korelasi dan regresi berganda. Total sampel penelitian ini adalah 90 siswa.

Kata Kunci : Model Pembelajaran, Kebiasaan Membaca, Kemampuan Menulis Deskripsi Siswa.

Abstract

The perposes of research are to find 1) The Effects of Reading Habit and Vocabulary Mastery Collaboratively Towards Student's Reading Comprehension Skills. 2). The Effects of Reading Habit Towards Student's Reading Comprehension Skills. 3). The Effects of Vocabulary Mastery Towards Student's Reading comprehension skills. The research methodology that employed is Explanatory Survey Method and technique of data analysis that used in this research is regression analysis model. The effect of independent variabel to dependent variabel. The statistic test used t-test and data analysis used correlation technique and multiple regression. The total sample of this research followed by 90 students.

Key word : Learning Model, Reading Habit, Student's Descriptive Writing Skill

INTRODUCTION

BACKGROUND OF THE RESEARCH

The human beings use a language as a means of communication. By using language, they can express their experiences and ideas to others, both in spoken and written forms. At the present time, English is an international language, formally or informally, in the parts of societies in many countries. English has been increasingly popular among other languages in the world. With this increasing popularity, English has Influenced many important aspects on human life. There are basically four skills in learning a language, namely listening, speaking, reading, and writing. Those four skills can be divided into two groups, one group is called receptive skills and the other is productive skills. Receptive skills involve listening and reading, while productive skills cover speaking and writing. The reason is that

reading mastery may be more urgently needed knowledge transfer in the society in general and in the academic community in particular.

Reading can be a habit has many benefits for themselves in improving their language skills, enriching their vocabulary developing their thoughts and ideas, and supporting their achievement. On the other side, vocabulary mastery plays a great role in determining the success of foreign language learning. Without having enough vocabulary, a foreign language learner will have problems in understanding a language and expressing his ideas. Dealing with reading habit, the students will often find many new words from reading materials. It can be concluded that it will increase students' vocabulary. Therefore, this research aims to investigate whether or not there are any effects of reading habit and vocabulary mastery towards student's reading comprehension.

THEORITICAL REVIEW
Reading Habit

There are some basic aspects of reading which most experts are in agreements; reading is an active cognitive process that is influenced by the reader's knowledge and experience. As a result, it is one of the most important language skills which should be mastered by the students. It deals with the function of the skill or activity of getting information not only from books but also from articles, journals newspapers and magazines, it is the way to find and comprehend meaning tan written messages between the reader and the author.

1. Definitions of Habit

According to Kovler (2006:25), habit is a pattern of behavior acquired through repetition. Related to these theories, Covey

(1997:35) points out that habit is the most powerful factor in our life. Habit will apply to everything we do in our life. It is when regularly fall into similar situations whether they related to events, relationships or daily routines in the society

2. Purposes of Reading Habit

Reading habit is the activities of the students to read by showing the happiness to read and the students want to read for long time and continuously, and prepare the schedule to read all of the positive books with the purpose to get the knowledge.

Vocabulary Mastery

The students' vocabulary mastery is generally limited when they enter schools. By the time they reach reading maturity in the upper grades, their reading vocabulary overtakes and surpasses their oral vocabulary. The more students read, the larger is their reading vocabulary, Writing vocabulary is the last to develop and includes only the words that children can use in written compositions. It is closely tied to spelling instruction.

Reading comprehension skills

Reading comprehension is a complex intellectual process involving a number of abilities. The two major abilities involve word meanings and reasoning with verbal concepts (Rubin, 1982:107). Pinozzolo and Wittrock (1981:231) state that reading comprehension skills involves different people and contexts, the psychological process involved in generating meaning by relating to the parts of the text to one another and store information such as rules, schemata and memories of events. Furthermore, Johnson and Pearson (1978:8) point out that reading comprehension skills seems to involve

language, motivation, perception, concept and development in the whole of experience itself.

1. The effects of reading habit and vocabulary mastery towards students reading comprehension

Reading habit and vocabulary mastery are closely related to student's reading comprehension. Reading comprehension skills is noted as the ability of the reader to understand a passage and it involves thinking. Such relation can be described that the more the student reads, the more his or her vocabulary mastery he/she will have and the comprehension towards reading materials can be successfully achieved. Therefore it can be assumed that there are the positive effects of reading habit and vocabulary mastery collaboratively towards students reading comprehension.

2. The effects of reading habit towards students reading comprehension

The habit of reading will be shown with reading at home, school, playground, or anywhere. Good reading habits will be shown with trying to understand the contents of the text being read. Therefore, a person who wishes to be able to understand the contents of the text then he will learn seriously to try to understand the contents of the text. Therefore it can be assumed that reading habits can affect a person's reading comprehension.

3. The effect of vocabulary mastery towards student's reading comprehension

Vocabulary mastery is the student's ability in finding out the words meaning in a sentence or paragraph, in the content, functional words, idioms, and also phrasal verbs. The vocabulary mastery can be enriched by giving a test to the students about words implementation, labeling a word to a picture, describing someone or something, finding the synonyms or antonyms from the text or the passage. The researcher assumes that there is closely an effect of vocabulary mastery towards student's reading comprehension.

RESEARCH METHODOLOGY

RESEARCH METHOD

This study emphasizes on the effects ol reading habit and vocabulary mastery altogether towards student's achievement in reading comprehension skills It means there are two independent variables and one dependent variable, variable X_1 as the first independent variables (reading habit) and variable X_2 as the second independent variables (vocabulary mastery) which have interconnected and influenced the variable Y as the dependent variable (students reading comprehension). The method used is a survey with multiple-correlational technique.

Therefore, this survey research will be seen clearly by enclosing the research design in the following table:

Table 3.2. Research Design

Independent Variable | Dependent Variable
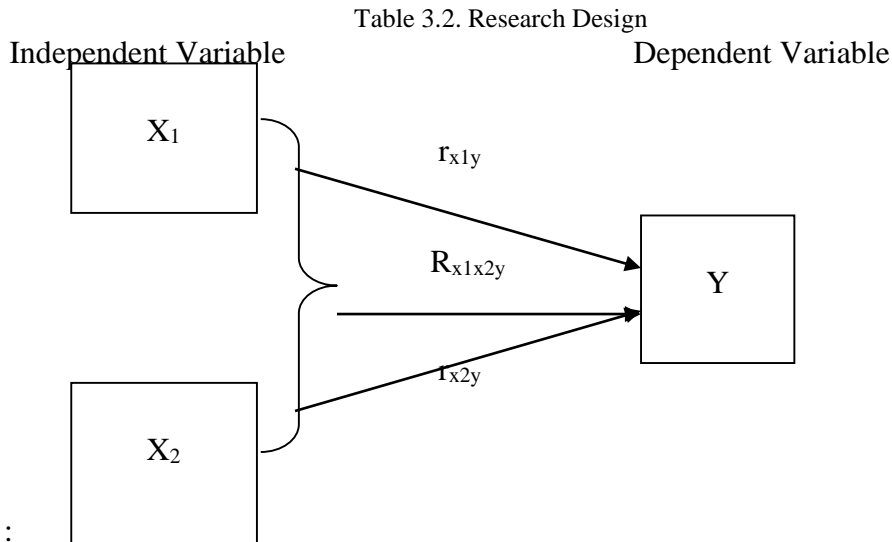
Note :

X₁ : A symbol of student's reading habit

X₂ : A symbol of student's achievement in vocabulary mastery

Y : A symbol of student's achievement in reading comprehension

POPULATION AND SAMPLE
Population

Sugiyono (2008:117) states that population is an area of generalization which comprises object or subject that has quality and certain characteristic determined to the analyzed and then made a conclusion by researcher Population in this research is all of the grade tenth students in East Jakarta.

Sample

In choosing sample, there are four schools of four sub districts with A and B accreditation chosen; namely SMKN 52 in Cibubur, SMKN 51 cipayung and SMKN 58 in Cipayung. After that, 30 students in each school are selected randomly to become samples. As a result there are 90 students of tenth grades of 2013/2014 academic year who become the sample in this survey research.

THE RESULT OF THE RESEARCH AND DISCUSSION

Table.4.1.
The research Result Data Description

		Reading comprehension skills	Reading Habit	Vocabulary mastery
N	Valid	90	90	90
	Missing	0	0	0
	Mean	68.7333	82.1889	70.0000
	Median	70.0000	82.5000	70.0000
	Mode	65.00	81.00	70.00
	Std. Deviation	8.43455	6.83496	13.82068
	Variance	71.142	46.717	191.011
	Range	45.00	33.00	70.00
	Minimum	45.00	64.00	30.00
	Maximum	90.00	97.00	100.00
	Sum	6186.00	7397.00	6300.00

HYPOTHESIS TEST

Hypothesis testing was carried out with the purpose of answering the formulation of the provisions written at the end of Chapter II. Calculations and test results can be seen in Table 4.8., Table 4.9., And Table 4.10. the following:

Table 4.8
Multiple Correlation Coefficient

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.597[a]	.357	.342	6.84220

a. Predictors: (Constant), Vocabulary mastery, Reading Habit

Table 4.9
Multiple Correlation Coefficient Test

ANOVA[b]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2258.633	2	1129.316	24.123	.000[a]
	Residual	4072.967	87	46.816		
	Total	6331.600	89			

a. Predictors: (Constant), Vocabulary mastery, Reading Habit

b. Dependent Variable: Reading comprehension skills

Table 4.10
Calculation of Multiple Regression Equation

Coefficients[a]

	Model	Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	20.149	8.751		2.302	.024
	Reading Habit	.387	.117	.313	3.305	.001
	Vocabulary mastery	.240	.058	.393	4.149	.000

a. Dependent Variable: Reading comprehension skills

CONCLUSION

The study aimed to know the effect of the reading habit and vocabulary mastery individually or jointly towards the student's reading comprehension skillsof the grade X students at Vocational High Schools in East Jakarta, it is concluded as follows :

1. The are a significant effectsof the reading habit and vocabulary mastery collaboratively towards

student's reading comprehension skillsof the grade X students at Vocational High Schools in East Jakarta. It can be proved by$F_{observed} = 24.123 > F_{table(\,0,05,2,87\,)} = 3.10$, and sig $= 0.000 < 0.05$. The reading habit and vocabulary mastery together accounted for 35.7 % of the variation in reading comprehension skills.

2. There is a significant effect of the reading habits towards student's reading comprehension skillsof the grade X students at Vocational High Schools in East Jakarta. It can be proved by$t_{observed} = 3.305 > t_{table} = 1.99$, and sig $= 0.001 < 0.05$.

3. There is a significant effect of the vocabulary towards students' reading comprehension skillsof the grade X students at Vocational High Schools in East Jakarta. It can be proved by $t_{observed} = 4.149 > t_{table} = 1.99$, and sig $= 0.000 < 0.005$.

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