

THE EFFECTS OF READING HABIT AND VOCABULARY MASTERY TOWARDS DESCRIPTIVE WRITING SKILL (Survey at Private Junior High Schools in Bekasi)

Tri Wulansari Adlina ¹,
Universitas Indraprasta PGRI, Jakarta
Supeno ²,
Universitas Indraprasta PGRI, Jakarta
e-mail: triadlina@gmail.com ¹
e-mail: supeno@unindra.ac.id ²

Abstract: The purpose on this research is to know whether there are significant effects of reading habit and vocabulary mastery towards descriptive writing skill. The research was conducted at SMP Tahta Syajar, SMP At-taqwa 06 and SMP Seroja Bekasi of the eighth grade with the total population of 534 students and the sample was 75 students that were randomly taken. The method used in the research was a survey. Data of reading habit, vocabulary mastery and descriptive writing skill were collected from a test. The data analysis used correlation and multiple regression which showed the data requirements test (normality test and linearity test), before the regression test was carried out. Data collection done by giving essay test for descriptive writing skill, thirty (30) items of multiple choice test for Reading Habit, and twenty (20) items of multiple choice test for vocabulary mastery given to the subjects at SMP Tahta Syajar, SMP At-taqwa 06 and SMP Seroja Bekasi. The result of data analyzes shows that: 1) There is significant effect of reading habit and vocabulary mastery jointly towards descriptive writing skill. This is evidenced by the acquisition of the value Sig = 0.000 < 0.05 and Fcount = 62.376. 2) There is significant effect of reading habit towards descriptive writing skill. This is evidenced by the acquisition of the value Sig = 0.000 < 0.05 and tcount = 9.298. 3) There is significant effect of reading habit towards descriptive writing skill. This is evidenced by the acquisition of the value Sig = 0.001 < 0.05 and tcount = 3.330.

Key Words: Reading Habit; Vocabulary Mastery; Descriptive Writing Skill

Introduction

English language has an important role in educational world. It is very important to be learned because English is International language (Harmer, 2001). English has been learnt in some level of education. For instance, in Indonesia, this language has been taught from kindergarten level to university level. Based on the school curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading, and writing. Teaching material is an important component since it can be used commonly as a resource for teachers to teach and the students to learn. According to Brown (2007), textbook is the most common material for teaching and learning. This concept goes to teaching a language as well.

Among those skills, writing is one of the most important skills in language learning. Writing activity involves a variety of skills and knowledge that must be mastered first. Learning writing in the curriculum 2013 is not just about directing students to pour ideas or information with grammatically correct sentences only, but the students must make it in the form of text. Students are also encouraged to develop their knowledge in understanding and writing various types of texts. Teacher also needs to know strategies in teaching writing. Part of our teaching may involve helping students recognize their invincible strategies (Dean, 2010).

One type of text that must be mastered by the students is descriptive text. A descriptive text is a text by which a writer tries to picture what he is describing. Description is used to describe a particular thing or object, place, or person. For example, when a student wants to describe about his house, so, he should have background knowledge about parts of his house.

Writing skill needs reading experience from many resources to support student's writing ability. By reading student can take knowledge that they haven't had yet, such as improve their language skills, develop their thoughts and ideas, and enrich their vocabulary and also content of reading in many resources (Richards, 2002).

Another variable that must be mastered by students to be good writer is vocabulary mastery (Thornbury, 2002). With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. Sometimes it is difficult to group the idea transmitted to them. The acquisition of many vocabularies can help the students to read, speak, listen, and write.

Based on the background above, the writer wants to conduct a writer with the title "The Effects of Reading Habit and Vocabulary Mastery towards Students' Descriptive Writing Skill at Private Junior High School in Bekasi".

Method

This research used quantitative approach, as explained by Arikunto (2010), quantitative research is the detailed examination mostly used numbers, starting from data collection , interpretation of (lie data and the application of the research. This study emphasizes the effect of reading habits and vocabulary mastery on students' descriptive text writing skills. This means that there are two independent variables and one dependent variable; Variable X1 as the first independent variable (reading habits) and variable X2 as the second independent variable (vocabulary mastery) are interrelated and affect variable Y as the dependent variable (descriptive text writing skills). The method used is a survey technique. Therefore, this research will be clearly seen through the frame of mind in the following figure:

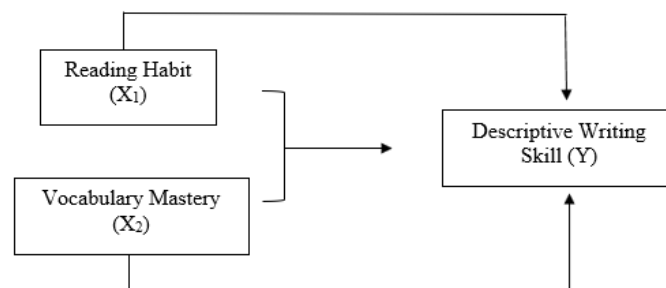


Figure 1. Theoretical Framework

To collect data; researchers find out in field research. The data are: reading habits, vocabulary mastery and writing skills of students' descriptive texts. The data was collected by giving a questionnaire for the first independent variable (X1) of 20 statements. The objective test for the second independent variable (X2) consists of 30 multiple choice question numbers. A set of written tests for the dependent variable (Y).

Results and Discussion

Results

The researcher analyzed the data from the tests and questionnaire either. The data was taken from reading habit questionnaire, vocabulary mastery test, and descriptive writing skill test out of 75 respondents. The description of the data of variables: reading habit (X1), vocabulary mastery (X2) and descriptive writing skill (Y) would be specifically depicted in the Table 4.1.

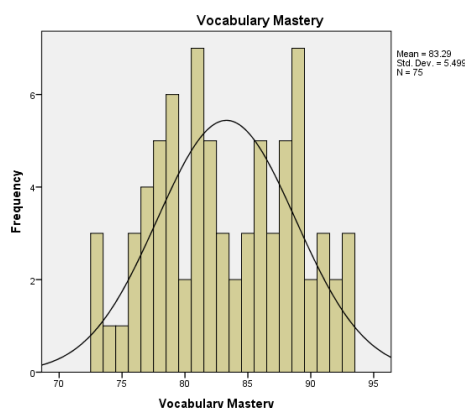
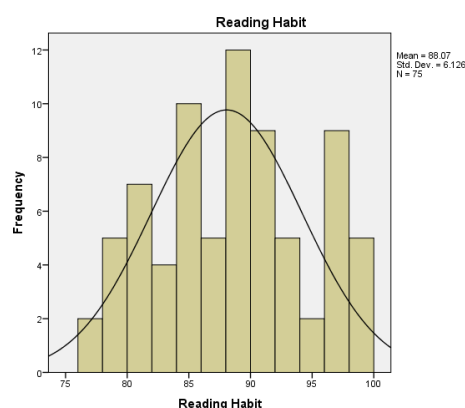
Table 4.1.

Statistics

	Reading Habit	Vocabulary Mastery	Descriptive Writing Skill
N Valid	75	75	75
Missing	0	0	0
Mean	88.07	83.29	18.73
Median	88.00	83.00	19.00
Mode	90	81 ^a	18 ^a
Std. Deviation	6.126	5.499	2.506
Skewness	.076	-.005	-.223
Std. Error of Skewness	.277	.277	.277
Kurtosis	-.891	-1.033	-.507
Std. Error of Kurtosis	.548	.548	.548
Range	22	20	10
Minimum	77	73	13
Maximum	99	93	23

a. Multiple modes exist. The smallest value is shown

Furthermore, the graph of frequency histogram illustrates the distribution of reading habit, vocabulary mastery and descriptive writing skill scores as follows:



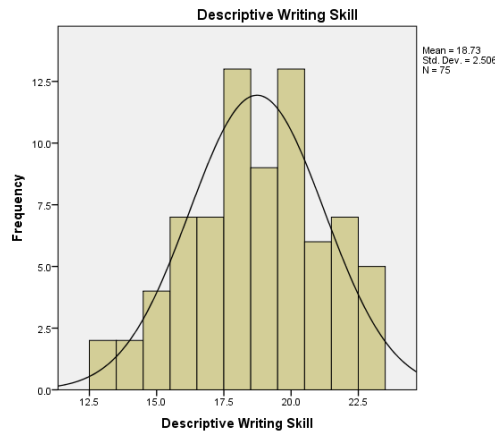


Figure 2. Distribution of Reading Habit, Vocabulary Mastery and Descriptive Writing Skill Scores

Testing of hypothesis has been done based on statistical hypothesis. The recapitulations of the entire test can be seen in the set of following tables:

Table 2. The Recapitulation Result of Multiple Correlation Coefficients of the Effects of Reading Habit and Vocabulary Mastery Jointly towards Students' Descriptive Writing Skill

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.796 ^a	.634	.624	1.537

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

Table 3. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Reading Habit (X1) and Vocabulary Mastery (X2) Jointly towards Students' Descriptive Writing Skill(Y)

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	294.625	2	147.313	62.376	.000 ^b
	Residual	170.042	72	2.362		
	Total	464.667	74			

a. Dependent Variable: Descriptive Writing Skill

b. Predictors: (Constant), Vocabulary Mastery, Reading Habit

Table 4. The Recapitulation Result for Linear Regression Equality Test of the Effects of Reading Habit (X1) and Vocabulary Mastery (X2) Jointly towards Students' Descriptive Writing Skill (Y)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-15.537	3.302		-4.705	.000
	Reading Habit	.283	.030	.691	9.298	.000
	Vocabulary Mastery	.113	.034	.247	3.330	.001

a. Dependent Variable: Descriptive Writing Skill

Discussion

1. *The Data of Reading Habit*

The data of students' reading habit were taken from a set of the questionnaire with Likert preferential scoring. Each item grades from 1 (strongly disagree) to 5 (strongly agree). The questionnaire consisted of 20 items out of 75 respondents. It is known that the score is in the range 77 – 99. It means that the minimum score is 77 and the maximum score is 99. The reading habit level of the respondents is on the average 88.07 (mean), standard deviation 6.126, median (score at center of distribution) 88,00 and mode (most frequently score in the data set) 90. The score of standard deviation is 6.126, which means equal to 11.6% from the average score. It shows that the disparity of reading habit among the respondents is relatively low. So, we can conclude that reading habit level of the respondents is homogenous.

We either can see that the average score and median score is almost the same, by 88.07 and 88.00. It means that data of reading habit level is quite representative. Meanwhile, the upper reading habit level, which is lower than that of the average, it indicates that the respondents who possess the upper-level of reading habit are less than those of the upper-level ones.

2. *The Data of Vocabulary Mastery*

The data of students' vocabulary mastery were taken from the objective test with multiple choice. The test consisted of 30 multiple choice items out of 75 respondents. Each item grades from 1 if the answer is correct, and 0 if the answer is incorrect. Thus, the maximum score will be 30, while the minimum score will be 0.

It is known that the score is in the range 73 – 93. It means that the minimum score is 73 and the maximum score is 93. The vocabulary mastery level of the respondents is on the average 83.29 (mean), standard deviation 5.499, median (score at center of distribution) 83.00 and mode (most frequently score in the data set) 81. The score of standard deviation is 5.499, which means equal to 11.32% from the average score. It shows that the disparity of vocabulary mastery among the respondents is relatively low. So, we can conclude that vocabulary mastery level of the respondents is homogenous.

We either can see that the average score and median score is almost the same, by 83.29 and 83.00. It means that the data of vocabulary mastery level is quite representative. Meanwhile, the upper vocabulary mastery level, which is higher than that of the average, it indicates that the respondents who possess the upper-level of vocabulary mastery are more than those of the lower-level ones.

3. *The Data of Descriptive Writing Skill*

Data of students' descriptive writing skill were taken through a written essay test. The test consisted of 6 items of assessment criteria out of 75 respondents. Each item will be graded from 2 (poor) to 5 (excellent), according to the level of writing mastery he has. Thus, the maximum score will be 25, while the minimum will be 10.

It is known that the score is in the range 10 – 25. The descriptive writing skill level of the respondents is on the average 18.73 (mean), standard deviation 2.506, median (score at center of distribution) 19.00 and mode (most frequently score in the data set) 18. The score of standard deviation is 2.506, which means equal to 31.3% from the average score. It shows that the disparity of descriptive writing skill among the respondents is still low. It is concluded that descriptive writing skill level of the respondents is homogenous.

We either can see that the average score and median score is almost the same, by 18.73 and 19.00. It means that data of descriptive writing skill level is quite representative. Meanwhile, the upper descriptive writing skill level, which is lower than that of the average, it indicates that the respondents who possess the lower-level of descriptive writing skill are less than those of the upper-level ones.

4. *The Effects of Reading Habit and Vocabulary Mastery Jointly towards Students' Descriptive Writing Skill*

According to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: Reading Habit (X1) and Vocabulary Mastery (X2) towards Students' Descriptive Writing Skill (Y).

Meanwhile, the coefficient of correlation reading habit and vocabulary mastery variables contribute to students' descriptive writing skill variable is 0.634. It indicates that the contribution of independent variables: reading habit and vocabulary mastery altogether towards the dependent variable: students' descriptive writing skill is about 63.4% and the rest (for about 36.6%) is determined by the other factors. According to regression analysis, which is used to test the hypothesis, we may get the set of data stated in Table 4.6 and Table 4.7 above. Refer to this, we may set the regression line equality that represents the effects of independent variables: reading habit and vocabulary mastery towards the dependent variable: students' descriptive writing skill in the following equation:

$$= -15.537 + 0.283X_1 + 0.113X_2$$

where:

Y: dependent variable

X: independent variable

and -15.537 is a value of constant while both 0.283 and 0.113 are values of regression coefficient.

To test the significance of regression line, we have to look at recapitulation of Table 4.6. according to general criteria, the significance of regression is obtained if Significance (Sig) is less than 0.05, which implies H_0 is rejected or if $F_{observed}$ is more than F_{table} , which affects H_0 is rejected and coefficient of regression is stated significant or we may say that there is a significant effect of independent variables: reading habit (X1) and vocabulary mastery (X2) altogether towards the dependent variable: students' descriptive writing skill (Y). As we know, Sig value is a number which is stated in Sig column on Table 4.6, while $F_{observed}$ is a number which is stated in F column on Table 4.6 as well. The value for F_{table} is the value of F on the distribution table in 5% real degree, with the numerator degree (k) = 2 and the denominator degree ($n - k - 1$) = 72, where n is the total number of respondents, while k is the total number of independent variables.

Based on the table 4.6 above, we can see that Sig value is stated by $0.000 < 0.05$ and F_o is stated by 62.376. As the consequence H_0 is rejected and automatically the H_1 is accepted. It means that coefficient of regression is significant. In general, we may say that there are significant effects of independent variables: reading habit (X1) and vocabulary mastery (X2) altogether towards the dependent variable: students' descriptive writing skill (Y).

From the recapitulation of test result either correlation or regression, we can draw a conclusion that there are effects of reading habit (X1) and vocabulary mastery (X2) altogether towards students' descriptive writing skill (Y).

5. *The Effect of Reading Habit towards Students' Descriptive Writing Skill*

According to general assumption, the significance of regression is if $t_{observed}$ is higher than t_{table} or Sig value (0.000) is less than 0.05, it brings consequence that H_0 is rejected and H_1 is accepted. It means that there is a significant effect of the independent variable X1 towards the dependent variable Y. Sig value is the number which is stated in Sig column for the row of reading habit (Variable X1) on the Table 4.7. Meanwhile $t_{observed}$ value is the number which is stated in t column for reading habit (Variable X1) on table 4.7 as well. For the value of t_{table} for 5% real degree and degree of freedom ($df = n - 2$) is 73, where n is the total number of respondents.

Refer to Table 4.7 above, we can see that Sig value is stated by $0.000 < 0.05$ and t_o is stated by 9.298. It brings consequence that H_0 is rejected and automatically H_1 is accepted. It means that there is a significant effect of independent variable X1 (reading habit) towards the dependent variable Y (students' descriptive writing skill).

From the tabulation of correlation test, regression test and linear model above, we can conclude that there is a significant effect of independent variable X1 (reading habit) towards the dependent variable Y (students' descriptive writing skill).

6. The Effect of Vocabulary Mastery towards Students' Descriptive Writing Skill

According to general assumption, the significance of regression is if observed is higher than table or Sig value is less than 0.05, it brings consequence that H_0 is rejected and H_1 is accepted. It means that there is a significant effect of the independent variable X_2 towards the dependent variable Y . Sig value is the number which is stated in Sig column for the row of vocabulary mastery (Variable X_2) on the Table 4.7. Meanwhile observed value is the number which is stated in t column for vocabulary mastery (Variable X_2) on Table 4.7 as well. For the value of t_{table} for 5% real degree and degree of freedom ($df = n - 2$) is 73, where n is the total number of respondents.

Refer to Table 4.7 above, we can see that Sig value is stated by $0.001 < 0.05$ and t is stated by 3.330. It brings consequence that H_0 is rejected and automatically H_1 is accepted. It means that there is a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' descriptive writing skill).

From the tabulation of correlation test, regression test and linear model above, we can conclude that there is a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' descriptive writing skill).

Conclusions

Some conclusions of this research can be presented as follows:

1. There are significant effects of reading habit and vocabulary mastery jointly towards descriptive writing skill at Private Junior High Schools in Bekasi. It is proved by the score of Sig. $0.000 < 0.05$ and $F_0 = 62.376$.
2. There is a significant effect of reading habit towards students' descriptive writing skill at Private Junior High Schools in Bekasi. It is proved by the score of Sig. $0.000 < 0.05$ and $t_0 = 9.298$.
3. There is a significant effect of vocabulary mastery towards students' descriptive writing skill at Private Junior High Schools in Bekasi. It is proved by the score of Sig. $0.001 < 0.05$ and $t_0 = 3.330$.

Acknowledgement

The writer expresses the deepest gratitude to those who helped the writer in finishing this work, they are:

1. Prof. Dr. H. Sumaryoto as The Rector of Indraprasta PGRI University and The Material Advisor who gave the writer their valuable advice of this thesis.
2. Dr. Supeno, M.Hum. as The Technical Advisor, who gave the writer their valuable time and advice in supervising my thesis.
3. Dr. Mamiek Suendarti as The Secretary of Indraprasta PGRI University.
4. All my lecturers at English Education Program of Indraprasta PGRI University.
5. The Principle and All of teachers in SMP Tahta Syajar, SMP At-taqwa 06 and SMP Seroja Bekasi who always helped and supported me to complete my study.
6. To my beloved Parents, Husband, Brother, Sister and Son who always give support and motivation to the writer in finishing the study and this thesis.

References

- Arikunto. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Brown, D.H. (2007). *Teaching by Principles an Interactive Approach to Language Pedagogy*. London: Addison Wesley Longman.
- Dean, D. (2010). *What works in Writing*. United States: National Council of Teachers of English.
- Harmer. (2001). *The Practice of English Language Teaching (3rd Ed.)*. London: Longman.
- Richards, J.C. (2002). *Methodology in Language Teaching (An Anthology of Current Practice)*. Cambridge: Cambridge University Press.

Thornbury, S. (2002). *How to Teach Vocabulary*. United Kingdom. Pearson Education Limited.