

MANUSCRIPT (NASKAH PUBLIKASI)

**“THE CORRELATION BETWEEN READING HABITS AND
VOCABULARY KNOWLEDGE OF PRE-SERVICE ENGLISH
TEACHERS”**

**“KORELASI ANTARA KEBIASAAN MEMBACA DAN PENGETAHUAN
KOSA KATA MAHASISWA PENDIDIKAN BAHASA INGGRIS”**

ANISA PUTRI INDRAFIANTI¹, SUDARMAN²



BY:

**ANISA PUTRI INDRAFIANTI
NIM. 1911102421018**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

2023

MANUSCRIPT (NASKAH PUBLIKASI)

**“The Correlation Between Reading Habits and Vocabulary Knowledge of
Pre-Service English Teachers”**

***“Korelasi antara Kebiasaan Membaca dan Pengetahuan Kosakata Mahasiswa
Pendidikan Bahasa Inggris”***

ANISA PUTRI INDRAFIANTI¹, SUDARMAN²



BY:

**ANISA PUTRI INDRAFIANTI
NIM. 1911102421018**

**ENGLISH LANGUAGE EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH KALIMANTAN TIMUR**

2023

Persetujuan Publikasi

Kami dengan ini mengajukan surat publikasi penelitian dengan

Judul:

THE CORRELATION BETWEEN READING HABITS AND VOCABULARY KNOWLEDGE OF PRE-SERVICE ENGLISH TEACHERS

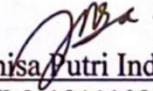
Bersama dengan surat persetujuan ini kami lampirkan makalah publikasi

Penguji 1

Peneliti



Dzul Rachman, S.Pd., M.Pd.
NIDN. 1105078801




Anisa Putri Indrafianti
NIM. 1911102421018

Mengetahui,

Ketua Program Studi
Pendidikan Bahasa Inggris




Khusnul Khatimah, S.Pd., M.Pd.
NIDN. 1128068901

Naskah Publikasi

**THE CORRELATION BETWEEN READING HABITS AND VOCABULARY
KNOWLEDGE OF PRE-SERVICE ENGLISH TEACHERS**

Yang disiapkan dan disusun Oleh

Nama : Anisa Putri Indrafianti
NIM : 1911102421018
Program Studi : Pendidikan Bahasa Inggris

Telah dipertahankan di depan penguji pada tanggal 07 Juli 2023 dan dinyatakan telah memenuhi syarat untuk diterima sebagai kelengkapan guna mencapai derajat sarjana Pendidikan Bahasa Inggris pada Universitas Muhammadiyah Kalimantan Timur.

Susunan Penguji:

Penguji I : Dzul Rachman, S.Pd., M.Pd.
NIDN. 1105078801

Penguji II : Sudarman, S.Pd., M.Ed.
NIDN. 1121088702

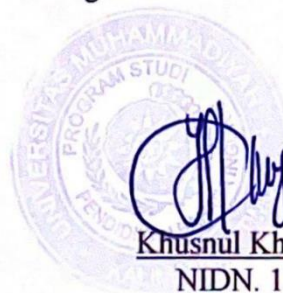
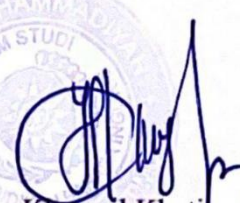
Mengetahui,

Dekan
Fakultas Keguruan dan Ilmu Pendidikan



Prof. Ali Saukah, M.A., Ph.D.
NIDK. 891262001

Ketua
Program Studi Pendidikan Bahasa Inggris



Khusnul Khatimah, M.Pd.
NIDN. 1128068901

LEMBAR PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini,

Nama : Anisa Putri Indrafianti

Tempat, Tanggal Lahir : Samarinda, 26 Maret 2001

Alamat : Jl. Wolter Monginsidi, Kecamatan Samarinda Ulu

NIM : 1911102421018

Dengan ini menyatakan bahwa karya ini adalah hasil kerja saya sendiri kecuali kutipan dan ringkasan yang masing-masing telah saya jelaskan sumbernya.

Demikian surat pernyataan keaslian tulisan ini saya buat.

Samarinda, 13 September 2023



(Anisa Putri Indrafianti)

The Correlation Between Reading Habits and Vocabulary Knowledge of Pre-Service English Teachers

Anisa Putri Indrafianti
Universitas Muhammadiyah Kalimantan Timur
anspriiii@gmail.com

Abstract

This study aims to find out the correlation between reading habits and vocabulary knowledge of pre-service English teachers. The population of the research were the students of English Education Program at Universitas Muhammadiyah Kalimantan Timur in Academic Year 2022/2023. Using simple random sampling technique, 41 students were selected as samples. This study employed a quantitative approach with correlation analysis. The data of two dimensions of vocabulary were gathered by using Vocabulary Level Test (VLT) and Word Associate Test (WAT). The data of students reading habits was collected by using a questionnaire. The data of this study was analyzed by Pearson Product Moment Correlation using IBM SPSS Statistic 27. From the data analyzed, the results showed that both value of correlation coefficient were 0.644 and 0.580 respectively which were higher than alpha value (0.05). Therefore, there is no correlation between reading habits and vocabulary knowledge.

Keywords: Vocabulary Knowledge, Reading Habits, Pre-Service English Teachers

INTRODUCTION

Vocabulary, which is becoming a fundamental component of language acquisition, holds significant importance for learners in their aim for language proficiency (Cameron, 2001). The acquisition of a second language and the development of communicative competence depend heavily on vocabulary (Schmitt, 2000). According to Alqahtani (2015), the acquisition of vocabulary is regarded as a fundamental aspect for individuals learning a second language, as an inadequate vocabulary may end up causing difficulties in effectively communicating in a second or foreign language. Hence, the acquisition of

vocabulary is a fundamental aspect that individuals must effectively develop in order to effectively engage in communication in a foreign language.

Nation (2006) stated that in order to successfully utilize language, learners must have a minimum amount of vocabulary. Specifically, he proposed that for spoken texts, a vocabulary of 6,000–7,000 word families is necessary, while for written texts, a range of 8,000–9,000 word families is required. It is important to note that these numbers relate to the independent use of language without dependence on any translation tools. Moreover, Renandya (2018) suggests that in spite of variations in vocabulary estimates, there is an acceptance among researchers that learners need to have a minimum vocabulary size of 3,000-5,000 words in order to comprehend non-specialized, unedited literature with sufficient proficiency.

Several studies have been conducted in Indonesia to assess the level of knowledge of vocabulary among Indonesian students. Examples of significant research include that by Quinn (1968), Nurweni & Read (1999), and Nurhemida (2007). However, there is a limited amount of data available specifically for students who are majoring in the English Education Department. Sudarman & Chinokul (2018) conducted a study on the vocabulary size of students enrolled in the English Department at a private university. The previous results indicate the main obstacle to English language acquisition in Indonesia relates to the quality of vocabulary knowledge and the level of vocabulary comprehension.

On the other hand, the development of a reading habit that includes both leisure activities and academic things to do has been recognized as the first and foremost key to enhancing someone's vocabulary repertoire. The measurement of these habits involves factors such as the frequency of reading, the quantity of materials read, and the amount of time dedicated to reading (Oluwayemisi et al., 2017).

Reading is more than just reading words; it is also about establishing beliefs and gaining knowledge. (Woudenberg, 2021). Nation (2015) claims that reading plays a significant role in the enhancement of vocabulary knowledge. Similarly, students develop their vocabularies by being exposed to various types of texts (Cunningham & Stanovich, 1998). Put simply, the quantity of reading materials

plays a role in the development and enhancement of a person's vocabulary proficiency.

Several previous research studies have been conducted investigating the relationship between reading habits and vocabulary knowledge. However, none of the studies focused on pre-service English teachers.

RESEARCH METHODOLOGY

This study employed a quantitative approach with a correlational design. It focused on the correlation between reading habits and vocabulary knowledge of pre-service English teachers. The research population was students of English Education Program at Universitas Muhammadiyah Kalimantan Timur in Academic Year 2022/2023. The sample of this research was selected by using simple random sampling techniques. Students from one out of four available classes from four different semesters were randomly assigned to participate in this study. As the result, 41 students from second semesters were selected as the samples in this research.

The instruments which used in this research are questionnaires, Vocabulary Levels Test (VLT), and Word Associate Test (WAT). Questionnaires was used to assess students' reading habits, while Vocabulary Levels Test (VLT) and Word Associate Test (WAT) measured the students' vocabulary knowledge. After analyzing the results of the data gathered by using a questionnaire and a vocabulary test, the researchers used Pearson Product Moment Correlation on the Statistical Package for Social Science (SPSS) version 27 to determine the relationship between both variables.

FINDINGS AND DISCUSSION

The study's findings were subsequently presented based on the following research questions.

Table 1. 1 Correlation Reading Habits and Vocabulary Size

| | | Reading Habits | Vocabulary Size |
|------------------------|---------------------|-----------------------|------------------------|
| Reading Habits | Pearson Correlation | | -.074 |
| | Sig. (2-tailed) | | .644 |
| Vocabulary Size | Pearson Correlation | -.074 | |
| | Sig. (2-tailed) | .644 | |

Table 1.1 shows the results of correlation analysis of reading habits and the vocabulary size of pre-service English teachers by using Pearson Correlation. The result showed that the significance value is 0.644, which is higher than the alpha value (0.05) indicating that there is no correlation between reading habits and the vocabulary size of pre-service English teachers.

Table 1. 2 Correlation Reading Habits and Vocabulary Depth

| | | Reading Habits | Vocabulary Depth |
|-------------------------|---------------------|-----------------------|-------------------------|
| Reading Habits | Pearson Correlation | | .089 |
| | Sig. (2-tailed) | | .580 |
| Vocabulary Depth | Pearson Correlation | .089 | |
| | Sig. (2-tailed) | .580 | |

Table 1.2 shows the results of correlation analysis of reading habits and the vocabulary depth of pre-service English teachers by using Pearson Correlation. The result showed that the significance value was 0.580, which is higher than the alpha value (0.05) indicating that there is no correlation between reading habit and the vocabulary depth of pre-service English teachers.

From the data description, the significance value of reading habits and vocabulary knowledge of pre-service English teachers, both size and depth are 0.644 and 0.580 respectively, in which each value is higher than the alpha value (0.05) indicating that there is no correlation between reading habits and vocabulary knowledge of pre-service English teacher, both size and depth. It means that the null hypothesis cannot be rejected. In other words, there is no significant relationship between reading habits and vocabulary knowledge of pre-service English teachers.

CONCLUSION

This research aims to investigate whether there is correlation between reading habits and vocabulary knowledge. In order to answer the research question, the researcher employed a quantitative approach with a correlational design. The population of this study was students majoring in English Education Program at Universitas Muhammadiyah Kalimantan Timur. Forty one students had been chosen by using simple random sampling technique to participate in this study.

Based on the statistical analysis, the significance value of correlation coefficient between reading habits and vocabulary knowledge of pre-service English teachers, both size and depth were 0.644 and 0.580 respectively which are higher than alpha value (0.05). The result indicates that there is no correlation between reading habits and vocabulary knowledge. In other words, vocabulary knowledge is not affected by their reading habits.

REFERENCES

Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International Journal of Teaching and Education*, III(3), 21–34.







<https://doi.org/10.20472/te.2015.3.3.002>

- Cameron, L. (2001). Cambridge Language Teaching LIBRARY Group Dynamics in the Language Classroom by Zoltán Dörnyei and Tim Murphey Language Learning in Distance Education by Cynthia White Language Learning in Intercultural Perspective edited The Language Teaching Matrix Moti. Cambridge University Press, 14. www.cambridge.org
- Cunningham, A. E., & Stanovich, K. E. (1998). What Reading Does for the Mind. *American Educator*, 22(1), 137–149.
- Nation, I. S. P. (2006). How large a vocabulary is needed for reading and listening? *Canadian Modern Language Review*, 63(1), 59–82. <https://doi.org/10.3138/cmlr.63.1.59>
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*, 27(1), 136–145. <http://nflrc.hawaii.edu/rfl>
- Nurhemida, M. (2007). The relationship between morphological awareness and English vocabulary knowledge of Indonesian senior high school students. *Unpublished Master's Thesis, University of Queensland, St Lucia, Australia.*
- Nurweni, A., & Read, J. (1999). The English Vocabulary Knowledge of Indonesian University Students. *English for Specific Purposes*, 18(2), 161–175.
- Oluwayemisi Florence, F., Adebimpe Adesola, O., Alaba, B., & Muinat Adewumi, O. (2017). A Survey on the Reading Habits among Colleges of Education Students in the Information Age. *Journal of Education and Practice*, 8(8), 106–110. www.iiste.org
- Quinn, G. (1968). The English vocabulary of some Indonesian university entrants. *English Department Monograph IKIP Kristen Satya Watjana: Salatiga*, 7(4).
- Renandya, W. A., Hamied, F. A., & Nurkamto, J. (2018). The Journal of Asia TEFL English Language Proficiency in Indonesia: Issues and Prospects 1). *The Journal of Asia Tefl*, 15(3), 618–629. <http://dx.doi.org/10.18823/asiatefl.2018.15.3.4.618>
- Schmitt, N. (2000). *Vocabulary in language teaching*. Ernst Klett.
- Sudarman, & Chinokul, S. (2018). *the English Vocabulary Size and Level of English*. 4, 1–15.


van Woudenberg, R. (2021). Reading as a source of knowledge. *Synthese*, 198(1), 723–742. <https://doi.org/10.1007/s11229-018-02056-x>

JADWAL BIMBINGAN SKRIPSI

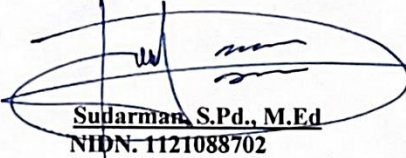
Nama Mahasiswa : Anisa Putri Indrafianti
NIM : 1911102421018
Program Studi : Pendidikan Bahasa Inggris
Judul : The Correlation Between Reading Habits and
Vocabulary Knowledge of Pre-Service English
Teachers

| No. | Tanggal | Materi Bimbingan | TTD Pembimbing |
|-----|-------------------|------------------------------|--|
| 1 | 14 Agustus 2023 | Membahas penyusunan naskah |  |
| 2 | 21 Agustus 2023 | Menentukan tempele naskah |  |
| 3 | 22 Agustus 2023 | menyusun naskah |  |
| 4 | 23 Agustus 2023 | Revisi naskah |  |
| 5 | 24 Agustus 2023 | Menyusun dan membahas naskah |  |
| 6 | 05 September 2023 | Finalisasi |  |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

Ketua Program Studi


Khasnul Khatimati, S.Pd., M.Pd
NIDN. 1128068901

Dosen Pembimbing Skripsi


Sudarmas, S.Pd., M.Ed
NIDN. 1121088702

The Correlation Between Reading Habits and Vocabulary Knowledge of Pre-Service English Teachers

by Anisa Putri I. Np 2609

Submission date: 26-Sep-2023 08:40AM (UTC+0800)

Submission ID: 2176954865

File name: ANISA_PUTRI_INDRAFIANTI_1911102421018.docx (28.43K)

Word count: 1224

Character count: 7273

The Correlation Between Reading Habits and Vocabulary Knowledge of Pre-Service English Teachers

ORIGINALITY REPORT

23%

SIMILARITY INDEX

18%

INTERNET SOURCES

7%

PUBLICATIONS

4%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|----------|---|-----------|
| 1 | dspace.umkt.ac.id Internet Source | 5% |
| 2 | prp.hec.gov.pk Internet Source | 4% |
| 3 | ejournal.iainpalopo.ac.id Internet Source | 4% |
| 4 | jurnal.fkip.unila.ac.id Internet Source | 3% |
| 5 | www.researchgate.net Internet Source | 1% |
| 6 | Ho Bich Nhu, Dang Tan Tin. "The Relationship Between Leisure Reading Habits, Vocabulary and Writing of English Language Learners (ELLs)", Language Education in Asia, 2017 Publication | 1% |
| 7 | Lars Stenius Stæhr. "VOCABULARY KNOWLEDGE AND ADVANCED LISTENING COMPREHENSION IN ENGLISH AS A | 1% |