

Influence of Reading Habits and Vocabulary Mastery toward Students' English Speaking Skill

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Abstract - The purpose of the study is to know and test the truth of the hypothesis regarding the influence of reading habits and vocabulary mastery toward students' English-speaking skill. The research hypotheses tested included 1) The interactive effect of reading habits and vocabulary mastery on English speaking skill 2) The effect of reading habits on English speaking skill 3) The effect of vocabulary mastery on English speaking skill. The research was conducted by survey method. The population is the tenth grade students of Private Vocational High Schools in Sukabumi District, with total sample 60 students. The research instruments used were questionnaires, vocabulary mastery tests and mid test-score of students (PTS). Data analysis used regression analysis model. The statistic test used t-test. The results of testing the hypothesis are concluded as follows: There is a significant effect of reading habits and vocabulary mastery on English speaking skill, that is proved by Sig value $0,000 < 0,05$ and $F_0 = 9,487$, reading habits and vocabulary mastery variables contribute to 25 %. 2) There is a significant effect of the reading habits on English speaking skill, that is proved by Sig. value $0,007 < 0,05$ and $t_0 = 2,810$. The reading habit variable contributes to 3,45%. 3) There is a significant effect of mastery of vocabulary on English speaking skill, that is proved by Sig. value $0,002 < 0,05$ and $t_0 = 3,291$. Variable of vocabulary mastery contributes to 9,24 %.

Keywords: reading habits, vocabulary mastery, english speaking skill

1. Introduction

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential in him to be able to have spiritual strength, self-control, intelligence, character and skills needed him, society, nation and state. Djaelani, et al (2015: 122) states "education lasts a lifetime and is executed in the household environment, school and society, because education is a joint responsibility between families, schools and communities.

In general, English is taught as a foreign language in Indonesia. The term foreign language in the field of teaching languages is different from the second language. Foreign language is a language that is not used as a communication tool in a particular country where the language is taught. While the second language is a language that is not the main language but is one of the languages used in general in a country. The main purpose of English language education is so that students are able to speak English well.

The reading habit has been ingrained in a person, then the activity or attitude that has become a habit. In terms of society, the habit of reading is the reading that has been entrenched in a society. Which needs to be achieved is an efficient reading habits, the habit of reading with interest a good and efficient reading skills has equally grown up.

Reading is an interactive activity for picking as well as understand the meaning contained in the board material. Reading can give knowledge that has never been obtained before. Reading can be an important factor in understanding any developments that occur in life, in addition to a barometer of success in learning.

These issues have also impacted on the achievement of the objectives of learning English. The same thing happened to the students, the low reading habits make them difficult to use English in everyday communication. Low reading habits to the limited number of vocabulary that is mastered by students. Ideally, students who love to read and have been accustomed to reading will continuously enrich vocabulary with words and ideas gained from reading. Students were less successful in learning to read, usually do not like to read and it negates the possibility to develop vocabulary.

In fact, the language skills urgently need an adequate vocabulary mastery. Adequate mastery of vocabulary that determine the quality of a person in the language, without sufficient knowledge of English vocabulary, students will not be able to deliver or receive messages effectively. This statement is reinforced by the National Institute Literacy (2006: 126) that, learning vocabulary to do it effectively, namely learning vocabulary contextually, learning appropriate to the purpose of communication, meaningful learning in everyday life, and implemented actively, creative, and fun.

2. Method

The method applied is descriptive survey methodology. Descriptive survey is a method which uses some sample from a number of populations. The research use questionnaires as a mean of collecting data (Ridwan, 2009:65). This study emphasizes on the effect of reading habit and vocabulary mastery toward the students' English speaking skill. It means there are two independent variables and one dependent variables; variable X_1 as the first independent variable (reading habit) and variable X_2 as the second independent variable (vocabulary mastery) which have interconnected and influenced the variable Y as the dependent variable (English speaking skill). The method used is a descriptive survey with multiple-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure:

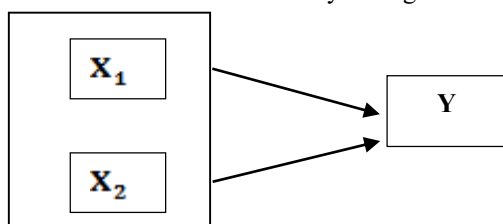


Figure 3.1 Research Paradigm

Notes:

X1 : Reading habit

X2 : Vocabulary Mastery

Y : English speaking skill

To collect the data, the researcher finds out on the field research. The data are namely: reading habit, vocabulary mastery and English speaking skill. The data are collected by giving questionnaire and multiple choice test for independent variable. Whereas the score of English speaking skill is taken from mid test score. The questionnaire and multiple choice test are given to 60 students derive from 2 schools, which are set as samples.

3. Results and Discussion

Testing of Hypothesis

Testing of hypothesis is done based on statistical hypothesis. The recapitulations of the entire test can be seen as follows. The Recapitulation result of multiple correlation coefficients of the effects of reading habit and vocabulary mastery toward students' English-speaking skill

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.500*	.250	.223	7,898	
a. Predictors: (Constant), Penguasaan Kosakata, Kebiasaan Membaca					

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1.	Regression	1183,888	2	591,834	9,487	.000 ^b
	Residual	3656,982	57	62,386		
	Total	4739,850	59			
a. Dependent Variable: Kemampuan Berbicara						
b. Predictors: (Constant), Penguasaan Kosakata, Kebiasaan Membaca						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	37,178	10,165		3,657	.001
	Kebiasaan Membaca	.186	.068	.322	2,810	.007
	Penguasaan Kosakata	.304	.092	.378	3,291	.002
a. Dependent Variable: Kemampuan Berbicara						

4. Conclusion

1. There are significant effect of reading habit and vocabulary mastery altogether toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,000 < 0,05$ and $F_o = 9,487$.
2. There is a significant effect of reading habit toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,007 < 0,05$ and $t_o = 2,810$.
3. There is a significant effect of vocabulary mastery toward English speaking skill students of the Private Vocational High School in Sukabumi Regency. It is proved by the score of $\text{sig } 0,002 < 0,05$ and $t_o = 3,291$.

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