

## THE EFFECTS OF READING HABIT AND VOCABULARY MASTERY TOWARDS STUDENT'S SPEAKING SKILL

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### Abstrak

Tujuan dari penelitian ini adalah sebagai berikut : untuk memperoleh data empiris dan menganalisis *The Effects of Reading Habit and Vocabulary Mastery towards Student's Speaking Skill* pada SMK di Jakarta Timur. Perhitungan yang dilakukan pada penelitian ini adalah statistik deskriptif, uji normalitas dengan menggunakan uji Kolmogorov-Smirnov, tabel Anova. Penelitian ini dilaksanakan di SMK di Jakarta Timur. Data diambil dengan memberikan tes *Reading Habit*/kebiasaan membaca (angket sebanyak 20 nomor), *Vocabulary Matery*/penguasaan kosakata (pilihan ganda dan menjodohkan sebanyak 20 soal), dan tes *speaking skill*/kemampuan berbicara (interview sebanyak 3 nomor) diberikan pada siswa kelas sepuluh di SMK 10 Nopember dan SMK PGRI 20 Jakarta Timur. Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa terdapat pengaruh antara kebiasaan membaca terhadap kemampuan berbicara siswa ( $Sig = 0.006$  dan  $t_{test} = 2.940$ ; sedangkan  $t_{table} = 1.68$ ). Terdapat pengaruh antara penguasaan kosakata terhadap kemampuan berbicara siswa ( $Sig = 0.000$  dan  $t_{test} = 5.336$ ; sedangkan  $t_{table} = 1.68$ ). Terdapat pengaruh antara kebiasaan membaca dan penguasaan kosakata terhadap kemampuan berbicara siswa (correlation coefficient = 0.850 dan coefficient determination = 72.2%).

Kata Kunci: kebiasaan membaca, penguasaan kosakata, dan keterampilan berbicara

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### Abstract

*The purpose of this study is as follows: to obtain empirical data and analyze The Effects of Reading Habit and Vocabulary Mastery towards Student's Speaking Skill in vocational schools in East Jakarta. Calculations were performed in this study was descriptive statistics, testing normality using the Kolmogorov-Smirnov test, ANOVA tables. The research was conducted in vocational schools in East Jakarta. Data retrieved by providing test Reading Habit / reading habits (questionnaire of 20 numbers), Vocabulary Matery / vocabulary (multiple-choice and match as many as 20 questions), and test speaking skills / ability to speak (interview by 3 numbers) given to students in grade ten on 10 November and SMK SMK PGRI 20 Jakarta Timur. Berdasarkan results obtained, it can be concluded that there are significant between the reading habits of the students' speaking ability ( $Sig = 0.006$  and  $t_{test} = 2.940$ ; while  $TTable = 1.68$ ). There is the influence of vocabulary on their speaking ability ( $Sig = 0.000$  and  $t_{test} = 5,336$ ; while  $TTable = 1.68$ ). There is the influence of the habit of reading and vocabulary of the students' speaking ability (correlation coefficient = 0.850 and the coefficient of determination = 72.2%).*

*Keywords: the habit of reading, vocabulary, and speaking skills*

## INTRODUCTION

English has been increasingly popular among other languages in the world. With this increasing popularity, English has influenced many important aspects on human life. Communication, commerce, technology, politics, education, entertainment, and many more are some of those aspects. In Indonesian education, students can learn not only from the textbooks, lectures, articles, journals but also from magazines, newspapers, videos, and internets. They can use all of those things because most of them are now written and published in English. As we know, English is known as international language, it means that it is used by millions of people all over the world.

In Indonesia, English is regarded as a foreign language for many periods of time. It is believed that mastery of a foreign language would give a great benefit to one's personal needs and professional demands. In order to master a new foreign language, learners should therefore have adequate skills that would be helpful in learning process.

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. Among those skills, speaking skill seems to be the most crucial skill to be mastered by the students in indonesia.

Speaking is an activity used by someone to communicate with other. According to Brown and Yule in Santoso (2008:2), "Speaking is to express the needs-request,

information, services, etc." It takes place everywhere and become part of our daily activities. When someone speaks, he or she interacts and uses the language to express his or her ideas, feeling, and thought. He or she also shares information to other through communication.

Based on the researcher's experiences however he often found that there were some factors influenced student's speaking ability, a few of them were reading habit and vocabulary mastery. The researcher realized that in the term of reading habit, mostly students were lack of reading as they felt that reading was such a boring activity. As a matter of fact, they still had some difficulties in reading the texts. They used to read word by word, got confused with unfamiliar words, and did not comprehend the text messages. While in the term of vocabulary mastery, students were still difficult to comprehend, determine the meaning of unfamiliar words, and answer the questions from the text because their vocabulary mastery was inadequate.

As stated previously, reading can be a habit. Habit is not only a huge part of our everyday life but also one of the most influential governing factors of our existence. Your actions, your responses, the decisions you make, and your life are largely dictated by your habits. To support this statement, Wikipedia in <http://www.self-improvement-mentor.com/what-is-a-habit.html> states, "Habits are automatic routines of behavior that are repeated regularly, without thinking. They are learned, not instinctive, human behaviors that occur automatically, without the explicit contemporaneous intention of the person".

The last line of the statement, habits occurring with no explicit contemporaneous

intention of the person clearly describes how our habits almost have a life and mind of its own. Combine that it being automatic and regularly repeated makes it a powerful controlling force in our lives. Habits are not just restricted to our behavior; our thoughts can become habits as well.

Reading can be a habit if learners realize that it has many benefits for themselves in improving their language skills, enriching their vocabulary, developing their thoughts and ideas, and supporting their achievement. It can make the learners active, creative, and critical in learning. Reading habit therefore is compulsory and represents a requirement that cannot be bargained.

On the other side, vocabulary mastery plays a great role in determining the success of foreign language learning. Schmitt (2000:19) points out that one of the key elements in learning a foreign language is mastering the L2 vocabulary. It means that without having enough vocabulary, a foreign language learner will have problems in understanding a language and expressing his ideas. Besides, BBC (2003: 3) states that not having wide vocabulary can have a serious effect on your confidence as a speaker. Furthermore, it is also stated that we all know how important vocabulary is when we are learning a language. Finding exact word for the idea you want to express is important for becoming a fluent, confident speaker. Learners feel many difficulties in both receptive and productive language use are from an inadequate vocabulary.

Most theorists and researchers in education have assumed that reading and vocabulary mastery are closely related, and numerous studies have shown the strong relation between the two. There are a number of

ways how to encourage the students' vocabulary development, but the most important and effective is through reading and comprehension. By reading every single reading material, students will often find many new words. It can be concluded that it will increase students' vocabulary.

As the result, it can be assumed that reading habit and vocabulary mastery contribute to the students' achievement in improving their speaking skill. Therefore, this research aims to investigate whether or not there are any effects of reading habit and vocabulary mastery towards student's speaking skill.

## **DISCUSSION**

### **Theoretical Review**

#### **Speaking Skill**

Speaking is one of the skills that has to be mastered by students in learning language. It is important for the students to know the definition first. Many experts define speaking in different ways. Brown and Yule said, "Speaking is to express the needs – request, information, service, etc." The speaker says words to the listeners not only to express what he needs but also to obtain information or services. In order to fulfill those things, the speaker has to use a good speaking and say it clearly.

Meanwhile, Jones stated, "speaking is a form of communication." As a form of communication which is done by people to communicate with others to express their needs – request, information, or services, we can say as speakers must consider the persons they are talking to as listeners. The activity that the person does is primarily based on a particular goal. So, it is important that everything we want to say is conveyed in an effective way, because speaking is not only producing sounds but

also a process of achieving goals that involves transferring messages across. Jones also added that, “How you say something can be important as what you say in getting your meaning across.” So speaking process should pay attention to say as well as to whom appropriately. In other words, the speakers do not have to speak much to reach their goals. They just have to say it clearly and structure their words well according to whom they are talking. In expressing one’s needs – request, information, or services, we must consider some points about speaking. Jones stated, “Some points should be considered about speaking, they are clarity, variety, audience and tone.”

### **Clarity**

It means that the word that speakers use must be clear, so that listeners can understand what the speaker says. Here the speaker must consider speed and volume. The speed at which you speak is relevant here. If you speak too quickly, listeners may have difficulty. The volume with which you speak can also have a bearing. Speak out and do not mumble. Your words have to be loud enough to reach all your listeners.

### **Variety**

Here the speaker must try to vary the way of speaking such as pitch (rise and fall of voice), emphasis, speed, variation in volume, pause. The speaker is expected to find variation in saying words and do not speak monotonously.

### **Audience and Tone**

The way you speak and the tone you use will be affected by the audience to whom you are speaking. If you are discussing something with your friends, you are likely to use an informal conversational tone. If you are giving a talk to a group of thirty people, it is likely that you would speak

more formally and would raise the pitch and the volume of your voice in order to make sure that what you say reaches to all of your listeners.

Based on the explanation above, it is clear that as a speaker we should pay attention to all those points. We have to speak clearly and vary the way of our speaking, so that the listeners can understand what we say. The listeners will be confused when we speak too quickly and do not vary the speed and volume of our speaking. The last, we have to pay attention to which we are talking. We have to speak formally if we speak to a group or older people.

### **Reading Habit**

Reading habit is someone’s behavior which does not need much thinking process or repeated activity which is done regularly by him then does continuously as a result it becomes habit.

Grellete (1981:2) mentions that:

“Giving someone literacy skills is rather like teaching a person to drive and then giving them only a few drops of petrol to practice with-the machine is perfect and the driving skill has been acquired but it is not yet an automatic skill because there has not been enough practice. Once the fuel runs out the driving skill becomes useless and begins to deteriorate. Giving someone the reading habit, on the other hand, involves providing a continuous supply of easily processed fuel so that the new driver can go places, can get to enjoy driving and can eventually realize the limitless possibilities it opens up”. From the illustration above, the writer concludes that reading becomes a habit is not an easy one. It needs long process, some exercise and a strong motivation from the reader to make reading as a habit.

Habit cannot come instantly since it needs a long process to be built. There are many factors influencing habit such as interests, motivation, and environment. As each of the factors is integrated so that they cannot be separated. The persons who are in the habit of reading, not only make the best use of their spare time but they will keep their minds away from the worries that might chase them if they sit brooding, doing nothing. A good book, for a reader, is better than visiting the best of gardens and scenic places.

To build a reading habit, for instance, if someone wants to read, he can start reading by choosing interesting and knowledgeable resources such as book, article, newspaper or magazine, he/she will try to spend his/her time to read. If this activity is done regularly, automatically, a reading habit can be achieved. Tampubolon (1990:41) confirms that in building the habit we need longer time because the interest and motivation have rule in it. As there is no interest and motivation, generally, the habit will never exist.

Furthermore, Reid (2007:2) states that habits are our emotional regulators or comforters. Our thinking and behavior follow the grooves in our minds. These paths begin early in life repeatedly. The regular flow of our brain helps us regulate our emotions. It can be summed up that habit is a prime determinant in our life. It can build an attitude, stimulate and develop someone's goal through repetition activity which is done regularly. Our habit patterns have created our own reality and have been accumulating throughout our life, or for whatever length of time, it has been dragging it along with us. Some patterns we create become our safety zones, our protection, and our security. Habit can change our emotion, our way of thinking,

and our activities and influence our behavior in general.

### **Vocabulary Mastery**

Talking about vocabulary mastery, the first thing that should be explained is the definitions of mastery since the primary goal of vocabulary, which is mastery. According to Allen (2000: 856), mastery is skill or knowledge that makes one master of a subject. In addition, Harmer (2002: 13) points out that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that the existence of vocabulary cannot be separated by the existence of a language.

From the definition above we can say that the biggest component of any language course is vocabulary. No matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way. Furthermore, Read (2000: 11) says a basic assumption in vocabulary is knowledge of words. A word is a microcosm of human consciousness. Vocabulary therefore has an important role to help the students understand the meaning of words.

Related to the concept of mastery, vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. By reading a text, learners will be accustomed to look the dictionary up, guessing the words, and using the words in the context properly. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. On the contrary, if the

learners are unfamiliar with the meaning of the words by those who address them, they will be unable to participate in conversation, ask for the information or express some ideas and thoughts.

From the previous statements, it can be inferred that vocabulary is a collection of words, which is collected through language, conversation and a dictionary used by people in verbal communication. Vocabulary mastery is someone's proficiency in using words and meaning and English language which frequently come up. Besides, vocabulary is also important in language learning which has to be mastered by students to develop the language skills; especially in reading that students should have adequate vocabulary as a result they can understand the reading materials.

### Methodology

This study emphasizes on the effects of reading habit and vocabulary mastery together towards student's achievement in speaking skill. 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 (student's speaking skill). The method used is a survey with double-linear regression.

Population in this research is 250 students on the tenth grade of the two schools. The sampling technique used for this survey research is a cluster-simple random sampling-taking a sample in cluster, random, and simple ways. It choosing sample, there are wide area and a great deal of population. In choosing sample, there are two senior high schools chosen, 20 students

in each selected school become samples. As a result, 40 students on the tenth grade of 2012/2013 academic year to be sample in this survey research. The research was conducted at the vocational high schools in east Jakarta region for the tenth grade students. The private vocational high schools that are researched are SMK 10 Nopember and SMK PGRI 20.

### Findings

In order to understand the distribution of data which was obtained from the research results, descriptive analysis was compared. Analysis of descriptive data was carried out to find out the range of data, the average, the median, the mean and the standard deviation.

### The Effects of Reading Habit and Vocabulary Mastery towards Speaking Skill

From the descriptive data, after the correlation analysis which has been carried out, it is obtained that the correlation coefficient of 0.850 and the coefficient determination of 72.2%. After the test carried out by SPSS programme, it was proved that the correlation coefficient was significant. It means that there are significant effects of independent variable of  $X_1$  (reading habit) and  $X_2$  (vocabulary mastery) towards a dependent variable  $Y$  (speaking skill). While from the regression analysis, it was obtained the equation of the regression line  $\hat{Y} = 11.325 + 0.566X_1 + 2.631X_2$ . The constant score = 11.325 shows that with the lowest reading habit and vocabulary mastery, it was difficult for students to obtain a good speaking skill score, while the score of coefficient regression of 0.566 and 2.631 shows that there are positive effects of independent variable  $X_1$  (reading habit) and  $X_2$  (vocabulary mastery) towards dependent variable  $Y$  (speaking skill). Every increase

of one score of reading habit, so there will be an increase of speaking skill score of 0.566. And, every increase of one score vocabulary mastery, there will be an increase of speaking skill score of 2.631.

After having been tested, the regression line linearity using SPSS programme, it was obtained that the regression line is linear. From the significance test of regression coefficient also using SPSS programme, it was obtained that the regression coefficient is significant. It really means that there is a positive effect of independent variable  $X_1$  (reading habit) and  $X_2$  (vocabulary mastery) towards dependent variable  $Y$  (speaking skill).

According to theoretical assumptions from Chapter II, the perception of reading habit is someone's behavior to read which does not need much thinking process or repeated reading activity which is done regularly by him then does continuously as a result it becomes habit. If reading is a habit, the students will realize that they can understand and grasp information from what they read, and of course, it will make them easier to discuss about certain topics since they have understood and gotten the information from the reading materials. Vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. From the definition, we can say that the biggest component of any language course is vocabulary. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch someone's talk, give a response, speak fluently, and write some kinds of topics. While, Speaking is a form of communication to express the needs – request, information, service, etc. The speaker says words to the listeners not

only to express what he needs but also to obtain information or services. From the quantitative information and theoretical aspects, the researcher concluded that reading habit and vocabulary mastery have significant effects towards the students' speaking skill.

### **The Effect of Reading Habit towards Speaking Skill**

From the hypothesis test, it is obtained that the score of  $Sig = 0.006$  and  $t_{test} = 2.940$ ; while  $t_{table} = 1,68$ . Because the score of  $Sig < 0,05$  and  $t_{test} > t_{table}$  so  $H_0$  is rejected, it means that there is a significant effect of independent variable  $X_1$  (reading habit) towards dependent variable  $Y$  (speaking skill).

By having high reading habit, students will be easier to understand and grasp information from what they read. And of course, it will make the easier to talk or discuss about certain topics because they have already known it before. So, they will have more confidence in giving information and sharing their ideas. From the quantitative information and theoretical aspects, the researcher concluded that reading habit has significant effect towards the students' speaking skill.

### **The Effect of Vocabulary Mastery towards Speaking Skill**

From the hypothesis test, it is obtained that the score of  $Sig = 0.000$  and  $t_{test} = 5.336$ ; while  $t_{table} = 1,68$ . Because the score of  $Sig < 0,05$  and  $t_{test} > t_{table}$  so  $H_0$  is rejected, it means that there is a significant effect of independent variable  $X_2$  (vocabulary mastery) towards dependent variable  $Y$  (speaking skill). According to theoretical assumptions from Chapter II, the perception of Vocabulary mastery is someone's proficiency in using words and their meaning appropriately in language. From

the definition, we can say that the biggest component of any language course is vocabulary. While, Speaking is a form of communication to express the needs – request, information, service, etc. The speaker says words to the listeners not only to express what he needs but also to obtain information or services.

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## CONCLUSION

The writer suggests that the role of the teacher to motivate and encourage students to make reading as their habit, and to practice and develop their vocabularies. And, of course, those things will affect to the students achievement. By having high reading habit, students will be easier to understand and grasp information from what they read. And of course, it will make the easier to talk or discuss about certain topics because they have already known it before. So, they will have more confidence in giving information and sharing their ideas. It is important for all teacher to develop their students' vocabularies by giving them more activities or assignments. And, it is also important for the students to practice their vocabularies regularly. Good mastery of vocabulary helps the learners express their ideas precisely. By having many stocks of words, learners will be able to comprehend the reading materials, catch

someone's talk, give a response, speak fluently, and write some kinds of topics.

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