



P-ISSN 2355-2794  
E-ISSN 2461-0275

## The Effect of Interest in Reading on Mastery of English Vocabulary with Fifth Grade Elementary Students

Herlina \*

State University of Jakarta, Jakarta, INDONESIA

### Abstract

*The aim of this research is to find out whether there was a positive relationship between students' interest in reading and their mastery of English vocabulary for fifth grade elementary school students at the lab school in Jakarta. This research used a quantitative method applying a correlational approach. The population for this research was fifth grade elementary school students from three lab schools. A simple random sampling was used to select a sample of 60 students as respondents from these schools: Lab school Rawamangun in East Jakarta, Lab school Setia Budi in South Jakarta and Lab school Kebayoran also in South Jakarta. Data was collected using a questionnaire with 30 questions requiring answers on a Likert scale and 32 test items were given to each respondent. The conclusion from this research is that there was a positive and significant relationship between interest in reading and mastery of English vocabulary amongst the sample fifth grade elementary school students from these lab schools in Jakarta. Hence, students who had high interest in reading, their mastery of English vocabulary also increased.*

**Keywords:** English vocabulary mastery, interest in reading, elementary/primary school students.

### 1. INTRODUCTION

English is the most commonly used language in the world. Therefore, being able to speak English is to have one of the most important capabilities that can be held by people if they want to compete in this era of globalization. Mastering the English language means learning all the components of it. These start from sentence structure, vocabulary, idioms, speaking ability, collocations, pronunciation and writing well.

---

\*Corresponding author, email: [herlinanoldy@yahoo.com](mailto:herlinanoldy@yahoo.com)

The competency standards for English contained in the National Ministry of Education decree No. 22-23/2006 (Mendikbud, 2006) on content standard and competency state that teaching of English in primary schools must be directed to develop the skills of students in reading, writing, speaking and listening in order for primary school graduates to be able to communicate in English at the appropriate level.

Since 2006, based on the new government regulations for the basic framework and structure of the primary school curriculum English has been made an extracurricular activity, so it is now a part of the local content depending on the conditions and policies of each school. Competency standards for primary school students which are to be able to communicate and discourse in English at an elementary level will be more difficult to achieve with the more limited number of hours made available for lessons. This will most likely also mean reducing the ability of students to learn this, the most important international language. Reading with all its benefits is one of the most powerful ways to get good knowledge about all things in life. In addition, introduction to and understanding of English vocabulary can also be achieved by reading English dictionaries or by reading words of English that can be found in the neighborhood. In other words, the more reading in English that a student does the more English vocabulary he will learn. However, some people think that reading is boring if it is done for a long time. Accordingly, this study looked at the relationship between the interests in reading of young students compared with their mastery of English vocabulary. Thus, this study used a range of tests related to the English vocabulary of students from the fifth grade. For the independent variable, this study used a questionnaire that the students completed about their interest in reading simple books written in English.

## **2. THE THEORY BEHIND THIS STUDY**

### **2.1 Definition of Language**

Language is very important for people, in particular to communicate with others. Agustina and Chaer (2010, p. 15) argue that the functions of language can be viewed from the angle of the speaker, the writer, the listener, the reader, the topic, the code, and the mandate of the conversation/writing as follows.

- (1) Personal functions: expressing attitudes towards what the speaker/reader has said.
- (2) Directive function: regulating the behavior of listeners and readers.
- (3) Body functions: relationships, preserve, exhibit or show friendly/unfriendly feelings of social solidarity which can be accompanied by a smile, a scowl, a shake of the head, a frown, hand gestures, the blinking of an eye and so on.
- (4) Referential function: talking/writing about objects or events that surround the parties.
- (5) Metalinguistic function: talking/writing about the language itself, or to explain about other issues such as the economy, science and so on.
- (6) Imaginative function: to convey thoughts, ideas and feelings, either actual or merely imaginary.

Based on theories about language, it can be said that a language is a system which consists of arbitrary symbols owned and used by people to communicate.

Chomsky in *Linguistic Theory* Navitis (in Chaer, 2006), argued that humans are born equipped with a tool for language acquisition that is commonly known as the Language Acquisition Device (LAD). This allows a child to process languages and to remember and to reproduce conversations. LAD facilitates humans, especially children, to be able to learn languages though not until the development of speech. The most important thing is that every child is born equipped with knowledge of language since childhood and this can be developed further with the passing of time and the gaining of knowledge. In other words, a person can easily become adept at speaking a foreign language if it has been taught to her since childhood.

Based on the above theories, English is a set of symbols that originated in the United Kingdom as a means of communication for the people there, which has now become an international language for intermediating between people from many and various nations.

## **2.2 Vocabulary**

Words are the most important element in a language, while vocabulary is a collection or set of words. Chaer (2006, p. 86) found that there would be no language without words. For the word is an embodiment of the language. A collection of words from a language which is used for communication is called a vocabulary. When we talk about vocabulary in essence, we are talking about the words that exist in a language (Pikulski & Templeton, 2004). As a result the output of a reader will depend on how much vocabulary he has mastered. Readers have difficulty receiving messages from an author when their mastery of English vocabulary is much lower than that of the author. Indeed, readers can only receive and understand the message of an author when their mastery of vocabulary is commensurate with that of the author.

A person's ability to use appropriate vocabulary is a very important factor in the context of speaking and communication. Someone can use appropriate vocabulary in a situation when he correctly understands the meaning of each of the words he has in mind. Based on the above definition, it is important to be able to learn the language properly and to master English vocabulary. Everyone learns to speak by learning patterns of words individually. Keraf (2007) has said that vocabulary should be constantly reproduced and expanded, in accordance with the demands of an increasingly mature person who wants to know everything he can (Keraf, 2007, p. 64). Mastering the rules of English in general can only be developed through learning collocations and the patterns of words and sentences. These patterns are certainly limited, in line with the variety of human activities undertaken in everyday life, while vocabulary itself cannot be restricted. Therefore, the mastery of English vocabulary should be developed in a way that is continually expanding, a method that can be adapted to the characteristics of each individual.

## **2.3 Learning English Vocabulary in Primary Schools**

English vocabulary for primary school students will generally put more emphasis on words that are concrete. As children learn, they can find out a lot of basic vocabulary

for things that are around them, such as the names of body parts, vocabulary related to things and kinship terms. They can also begin to learn vocabulary for the properties of objects and the vocabulary for universal objects such as the names of plants and animals, as well as studying synonyms and antonyms of words according to the curriculum presented.

The English vocabulary which students have learnt by the fifth grade is the accumulation of English words that they have studied from grade one to grade four. Based on the study program for the Basic Competency Standards for English issued by the Curriculum Education Unit, there are four general competencies that should be studied in the context of the primary school syllabus for English, as follows: to understand instructions to perform an action, to disclose information, to understand basic writing, and spelling and to write simple compositions. The fourth competency is repeatedly studied by primary school students from first grade till sixth grade, with increasingly difficulty levels and a wider range of vocabulary at each higher grade. This competency starts from the context of the classroom.

**Table 1.** Competency standards and basic competencies for English grades 1 to 4.

| Grade   | Mastery of English                                                                                                   |                                                                                                                    |
|---------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
|         | Competency Standards                                                                                                 | Basic Competencies                                                                                                 |
| Grade 1 | Objects that exist in the classroom<br>- Verbs, simple<br>- Asking about an object<br>Using Pronouns                 | - Comparing the size of stationary objects<br>- Vocabulary games<br>- Responding to a verb<br>- The phrase belongs |
| Grade 2 | - Simple phrases<br>- Names of the months<br>- Names of the days<br>- Names of animals                               | - Types of sports<br>- Miscellaneous positions or locations of stationary objects<br>- Numbers                     |
| Grade 3 | - Miscellaneous clothing<br>- Names of vegetables<br>- Names of fruits                                               | - Miscellaneous basic verbs<br>- Adjectives<br>- Types of emotions or feelings                                     |
| Grade 4 | - Expressions of apology<br>- Colors<br>- Qualities of objects that exist in the classroom<br>- Types of Professions | - Spelling of letters<br>- Names of family members<br>- Household Appliances<br>- Parts of the body<br>- Transport |

Competency standards for English primary level classes were prepared by the Curriculum Education Unit based on Government Regulations (Mendikbud, 2006). At the competency standards, it is mentioned that the final target of the aspect of reading is to understand the meaning of instructions, information, short texts, and descriptive text for a very simple picture in writing in the context of the classroom, school, and neighborhood. It should be noted that there are some materials from classes one, two, three and four that are repeated in grade five. It is intended that students can recall materials that have been learned in previous classes to be able to study the same material at a higher, more difficult level than in the previous classes, giving rise to new understandings of a more mature nature that can be combined with an increasing understanding of English vocabulary.

**Table 2.** Competency standards and basic competencies for English class 5.

| <i>Class Five</i> | <i>Competency Standards</i>                                                                              | <i>Basic Competencies</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Semester One      | 1. Understand simple instructions accompanied with actions in the school context.                        | 1.1. Respond to very simple instructions with acceptable actions in the context of the classroom and school.<br>1.2 Respond to very simple verbal instructions.                                                                                                                                                                                                                                                                                                                                                                                                            |
|                   | 2. Express very simple information and instructions in the context of the school.                        | 2.1. Conversation to participate in actions that involve thinking, speech acts: to give an example of doing something, gestures, and giving instructions.<br>2.2. Chatting to request/provide services/goods and be grateful that involve speech acts: asking for help, giving help, asking for goods, and giving goods.<br>2.3. Conversations to ask/give information, give thanks, introduce oneself, to invite, to ask for permission, to approve/ not approve or to ban.<br>4. Show gratitude and politeness with expressions: like "Do you mind..." and "Shall we..." |
|                   | 3. Understanding written English and very simple picture text descriptions in the context of the school. | 3.1. Reading aloud with expression, emphasis and intonation accurately and gratefully that involve: words, phrases and very simple sentences.<br>3.2. Understanding sentences, written messages, and texts with very simple descriptive pictures that are appropriate and acceptable.                                                                                                                                                                                                                                                                                      |
|                   | 4. Spelling and copying simple sentences in the context of the classroom.                                | 4.1. Spelling very simple sentences accurately and acceptably.<br>4.2. Write simple sentences appropriately and correctly e.g.: congratulations, thank you, and invitations.                                                                                                                                                                                                                                                                                                                                                                                               |
| Semester Two      | 5. Understanding very simple instructions with actions in the context of the school.                     | 5.1. Respond to very simple instructions with acceptable actions in the context of the school.<br>5.2. Respond to very simple verbal instructions.                                                                                                                                                                                                                                                                                                                                                                                                                         |
|                   | 6. Expressing very simple instructions and information in the context of the school.                     | 6.1. Conversations to participate in actions that involve giving an example of doing something, gesturing, and giving instructions.<br>6.2. Conversations to request/provide services/ goods, ask for help, give help, ask for goods, and give the goods and be grateful for goods/services.<br>6.3. Conversations to ask/give information and opinions, ask for clarification and give thanks<br>6.4. Express politeness and be grateful using expressions like "Do you mind..." and "Shall we..."                                                                        |
|                   | 7. Understand written English and very simple picture descriptive texts in the context of the school.    | 7.1. Reading aloud with expression, emphasis and intonation accurately and gratefully that involve words, phrases, very simple sentences, and very simple texts.<br>7.2. Understanding sentences, written messages, and very simple texts describing pictures accurately and acceptably.                                                                                                                                                                                                                                                                                   |
|                   | 8. Spelling and copying a simple sentence in the context of the school.                                  | 8.1. Spelling very simple sentences correctly<br>8.2. Copy and write simple sentences for: congratulations, gratitude and sympathy.                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## **2.4 Definition of Reading**

One of the four competencies that must be mastered in the process of speaking is reading. Reading is the initial process for people to understand, think, and decide attitudes and behavior. Therefore, each person has a different set of reading activities from others. From that argument, it can be interpreted that every person has a style of reading and reading interests of their own. The selection of reading matter will reflect a person's personal interests and character. Hirsch (2015) states that reading can be seen as a communication process that consist of two processes, namely encoding and decoding. The communication process is created and sent by the author (sender) to the reader (receiver) through a text or information that is in the mind of the author, which are arranged in the form of codes that he encodes. Furthermore, a reader will translate the codes and elaborate back into information that can be received and understood in accordance with the information sent by the author, this process is referred to as decoding.

Hughes (2013) further informs that reading is an interactive, problem-solving process of making meaning from texts. Reading is an activity done to get meaning from words that are printed or written. This is one of the basics of learning and one of the most important skills in everyday life. In this case, reading is also emphasized as a basis of learning. In addition to asking around, one way to find out the meaning of new vocabulary is to consult a dictionary to get more authentic information. Without reading, people will not understand clearly what they are learning.

Things that can be explored further may evolve as interest in reading. In line with the theory that has been stated previously, Damaiwati (2007, p. 46) have said that indicators of interest in reading consist of: (1) the need for reading, (2) actions to seek the meaning of a passage, (3) a sense of fun when reading, (4) an interest in reading, (5) the desire to always read, and (6) follow-up on what has been read.

Burns, et al. (1996, in Rahim, (2005, p. 1), has written that reading is something that is vital in an educated society. Moreover, children who do not understand the importance of reading will not be motivated to learn. In fact, children who do not see the many benefits of reading as part of their personal activities will find it harder to learn than those who have discovered the benefits of reading. Children, who can find useful information for themselves from reading, will sooner or later be interested in reading books related to their field of interest. Children who love to read will almost always get higher marks in classes that rely on book learning than their peers who are less interested in reading.

To teach children how to read is the same as giving a child a future, giving them techniques for exploring any field they choose and also providing each child an opportunity to determine his own purposes. Therefore, Somadayo (2011, p. 5) affirms that reading is a means to promote lifelong learning or the so-called long-life of learning.

In addition, Damaiwati (2007, p. 46) explains that children's magazines are an attractive alternative for reading by/to children. This is because these magazines have special features to attract children, which (1) are visually interesting, (2) have a presentation style that is attractive and easy to understand, (3) include short up-to-date articles, (4) contain illustrated stories, games and puzzles that can be challenging and

funny, and (5) contain short stories serialized in accordance with the daily lives and interests of children.

Language evolves since children are only 4-5 months old and even earlier. Wise parents always guide their children to learn to speak, starting from the simplest expressions till the child learns communication skills by using the language. Language develops by stages according to the organic growth of children and the willingness and ability of their parents and society to guide their children. Examples of linguistic characteristics and capabilities of fifth grade primary school students according to Ormrod (2009; p.45-46) are, among others: (1) control of many specific words/vocabulary associated with a variety of academic disciplines, (2) improved syntax: largely the result of formal teaching, (3) the control of many conjunctions, for examples *though, even so, therefore*, (4) and the ability to understand figurative language, such as metaphor, proverbs, hyperbole.

Children learn a few words through direct vocabulary instruction in schools, but it is likely they will learn more words by inferring meanings from contexts where they hear or read these other words (Nippold, 1988; Thelen & Smith, 1998). In other words, a real change in the language of children during school years is equal to an increase in the mastery of English vocabulary. Therefore, it can be concluded that grade five elementary school students should be:

- able to identify a set of objects according to their characteristics,
- able to draw logical conclusions based on two or more pieces of information,
- able to start to recognize logical proof,
- highly realistic, curious and eager to learn,
- having an interest in many things and specific subjects,
- enjoying participating in peer groups,
- able to improve their use of syntax as a result of formal teaching,
- and able to master much vocabulary and also conjunctions.

Language is a tool that is essential for life, especially for primary school students. Learning a language is closely associated with learning vocabulary, because the vocabulary can be called the most important language skill. Enriching the vocabulary of students will improve their language skills. Improving vocabulary can be done in various ways, one very important one is reading. Especially for elementary school students, in general mastery of English vocabulary cannot be done just by listening or speaking activities only. Reading activities are essential because, when reading, students can see the written words and learn how to read them, whilst often-times combining the reading with speaking and listening activities.

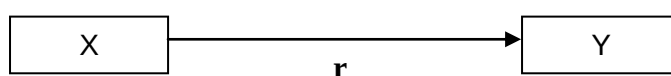
In connection with reading activities, students can read about their interests or hobbies. A reader will become richer in sciences and new vocabulary which he gets from reading. Reading activities can also be coupled with other activities such as reading about science or geography or other such subjects so that reading can save students time. The more that students read and copy/transcribe, the more students will automatically memorize more words, more collocations and more sentence structures as they are written in the books that they read and copy. Thus along with an increased mastery of English vocabulary, students that read a lot will also increase their own personal development and their ability to speak English, the greater the students'

interest in reading, the better their English vocabulary will become, as well as the better their overall skills in English especially in speaking.

### 3. METHOD

This research uses a quantitative method with correlational analysis techniques to study the relationship between two variables: one variable is interest in reading, and the other is mastery of English vocabulary. The variables in this study consisted of:

- 1) The dependent variable, namely the mastery of English vocabulary by fifth grade elementary school students, and
- 2) The independent variable, namely interest in reading.



**Figure 1.** Correlation between students' interest in reading and vocabulary mastery.

Specification:

X : students' interest in reading,

Y : students' mastery of English vocabulary,

r : correlation between students' interest in reading and mastery of English vocabulary.

#### 3.1 Sampling Technique

The sampling technique used in this study was simple random sampling (Setiyadi, 2006, p. 40), where the means used for sampling create a situation in which every individual has a chance to be selected. From lab schools associated with Jakarta State University, the researcher randomly chose three schools to be used as research objects, they were (1) Lab school Rawamangun in East Jakarta, (2) Lab school Setia Budi in South Jakarta, and (3) Kebayoran Lab school also in South Jakarta. After that, she randomly chose 20 respondents from grade five in each lab school, and thus 60 grade five elementary school students participated in this research.

#### 3.2 Data Collection

##### 3.2.1 Variables

In this study there were two variables:

- The independent variable (X), namely: interest in reading.
- The dependent variable (Y), namely: the mastery of English vocabulary.

##### 3.2.2 Research Instrument

The data comes from students selected through the sampling process, in the form of scores obtained from a questionnaire and from a test. Data for the variable interest in

reading is taken from a questionnaire. While the data obtained from the test contains questions to test the understanding of students' English language vocabulary.

### 3.2.3 Variable Interest in Reading

#### a. Conceptual definition

Interest in reading is an enthusiastic attitude of someone who is affected by internal and external factors by the communication through the codes that have been translated in the form of words. Indicators of interest in reading among others are: the need to read, actions to find reading materials, joy and interest in reading, the desire to always read, and to do follow-up reading from what has been read.

#### b. Operational definition

Reading interest in this study is the score that shows the love and the intensity of students in the activities of communicating through words or writing by someone indicated by paying attention to the elements of the need to read, actions to look for reading materials, joy and interest in reading, desire to read and to follow-up on what has been read, through completing a questionnaire with 35 statements scaled from 1 to 4 with a choice of answers for a positive statement of 4, 3, 2 and 1, and a choice of answers for a negative statement of 1, 2, 3 and 4 using a Likert Scale.

### 3.2.4 Control Test Instrument for English Vocabulary

The indicator for assessment of mastery of English vocabulary had to be calibrated before use to collect the data for this research. The assessment of the test of mastery of English vocabulary by students with 35 points was done with 32 students from class V at Primary School SDN 01 Pagi Johar Baru.

#### 1. The validity of items in the English mastery vocabulary test

Because the data for assessment of mastery of English vocabulary is derived from the test instrument and will form the dichotomy of data, the point of biserial validity was measured using the following formula:

$$r_{pbis} = \frac{\bar{x}_i - \bar{x}_t}{S_t} \sqrt{\frac{p_i}{q_i}}$$

Where:

$r_{pbis}$  = biserial correlation point,

$(\bar{x}_i)$  = average scores for correct answers to the grain-i,

$(\bar{x}_t)$  = average total score,

$p$  = proportion who answered correctly in points (degree of difficulty),

$q$  = the proportion who answered incorrectly in points = 1-p,

$S$  = standard deviation of the total score.

Having conducted the calculations, it is known that there are 3 point test, which numbers 9, 15 and 16 are considered to drop because  $r_{calculated}$  is less than  $r_{table}$ .

## 2. Reliability assessment for English mastery vocabulary test

A measuring instrument is said to be reliable if the instruments can be trusted. To test it, the formula KR-20 (Kuder-Richardson) was used as follows (Purwanto, 2010, p. 140).

$$r_{kk} = \frac{k}{k-1} \left( 1 - \frac{\sum pq}{S_t^2} \right)$$

Where:

R = coefficient of reliability,

K = number of valid items,

E<sub>pq</sub> = the proportion who got each result right,

S<sub>t</sub><sup>2</sup> = variants total.

After doing the calculations, the reliability coefficient was 0.943. Therefore, the instruments in the test have a very high level of reliability.

## 3.4 Techniques of Data Analysis

### 3.4.1 Descriptive Statistics

Data describing each variable were based on measures of central tendency of the mean, median, mode and size spread of range and standard deviation. They were then summarized in tabular form with frequency distribution histograms.

### 3.4.2 Test Requirements Analysis

#### a. Normality test

The normality of the raw data from the questionnaire scores for interest in reading and the assessment scores for the students' English vocabulary were tested using the Lilliefors normality test. The statistical hypotheses are as follows.

H<sub>0</sub> : normal distribution of data (L<sub>0</sub> < L<sub>table</sub>)

H<sub>1</sub> : the data are not normally distributed (L<sub>0</sub> > L<sub>table</sub>)

Testing criteria: accept H<sub>0</sub> if the critical value (L<sub>0</sub>) is less than or equal to the value of L<sub>table</sub>.

#### b. Homogeneity test

A homogeneity test was required to determine the homogeneity of variance between groups of variable dependent scores that were grouped by similarity of the value of the independent variable. The testing of variance or homogeneity was done with the Bartlett test, with the following statistical hypotheses:

H<sub>0</sub> : the variance of Y from X is homogeneous if (X<sub>2count</sub> < X<sub>2table</sub>)

H<sub>1</sub> : The variance of Y from X is not homogeneous if (X<sub>2count</sub> > X<sub>2table</sub>)

Testing criteria: accept H<sub>0</sub> if (X<sub>2count</sub> < X<sub>2table</sub>) means that the data have a homogeneous variance.

## 4. RESULTS

The data depended on two variables, namely mastery of English vocabulary as the dependent variable and interest in reading as the independent variable. The results of the research for both variables are described in the following subsections.

### 4.1 Mastery of English Vocabulary (Variable Y)

The mastery of English vocabulary test was validated by testing directly in the field. The test had 32 items based on the accumulation of English vocabulary of primary school students from grade 1 to grade 4. The respondents in this study were 60 fifth grade students from three Lab school primary schools in Jakarta who were selected by simple random sampling. From the data, the lowest score was 7 and the highest was a perfect score, of 32, while the average score (Y) was 23, variance (S<sup>2</sup>) was 41.78 and standard deviation (S) was 6.46.

The distribution of the mastery of vocabulary scores is set out in Table 3. The range of scores is 25 (from 7 to 32); the number of class intervals is 7 with a class interval of 4 except for the last class. The highest frequency was in the fifth class with the range from 23 to 26 with 16 (27%) respondents. Meanwhile, the smallest class was the lowest from 7 to 10 with only 2 (3%) of the students. The distribution of scores appears normal with the exception that it is skewed for the last or highest class from 31 to 32 although it only had a range of 2 had 10 (17%) of the students.

**Table 3.** Frequency distribution of scores for mastery of English vocabulary.

| <i>Class Number</i> | <i>Class Interval</i> | <i>Lower Limit</i> | <i>Upper Limit</i> | <i>Absolute Frequency</i> | <i>Relative Frequency</i> |
|---------------------|-----------------------|--------------------|--------------------|---------------------------|---------------------------|
| 1                   | 7 – 10                | 7                  | 10.5               | 2                         | 3 %                       |
| 2                   | 11 – 14               | 10.5               | 14.5               | 5                         | 8 %                       |
| 3                   | 15 – 18               | 14.5               | 18.5               | 8                         | 13 %                      |
| 4                   | 19 – 22               | 18.5               | 22.5               | 11                        | 18 %                      |
| 5                   | 23 – 26               | 22.5               | 26.5               | 16                        | 27%                       |
| 6                   | 27 – 30               | 26.5               | 30.5               | 8                         | 13 %                      |
| 7                   | 31 – 32               | 30.5               | 32                 | 10                        | 17 %                      |
| Total               |                       |                    |                    | 60                        | 100%                      |

### 4.2 Data: Interest in Reading (Variable X)

After validation of the instrument, a variable interest in reading has a 30-point declaration to be tested are made based on six indicators. The results of the testing instruments, among others, the highest score were 99 and the lowest score was 55. The mean score (X) was 79, variance (S<sup>2</sup>) was 103 and the standard deviation (S) was 10.

For the calculation of the frequency distribution, the total range of scores was 44 with 7 classes and a class interval of 6. The relative frequency of most students' interest in reading obtained in the sixth class in the range 85 to 90 at 23.33%, equivalent to 14 respondents. This indicates that most of the students' English reading interests contained in that range. The lowest relative frequency is in the first class of 1.67%. This means that only one respondent who obtained a score from 55 to 60. Full details of the scores for the X variable frequency can be seen in Table 4.

**Table 4.** Frequency distribution for interest in reading.

| Class Number | Class Interval | Lower Limit | Upper Limit | Absolute Frequency | Relative Frequency |
|--------------|----------------|-------------|-------------|--------------------|--------------------|
| 1            | 55 – 60        | 54.5        | 60.5        | 1                  | 2 %                |
| 2            | 61 – 66        | 60.5        | 66.5        | 3                  | 5%                 |
| 3            | 67 – 72        | 66.5        | 72.5        | 13                 | 22 %               |
| 4            | 73 – 78        | 72.5        | 78.5        | 12                 | 20%                |
| 5            | 79 – 84        | 78.5        | 84.5        | 10                 | 17 %               |
| 6            | 85 – 90        | 84.5        | 90.5        | 14                 | 23 %               |
| 7            | 91 – 100       | 90.5        | 100         | 7                  | 12 %               |
| Total        |                |             |             | 60                 | 100 %              |

### 4.3 Prerequisite Data Testing Analysis

#### 4.3.1 Normality Test

The normality test was done to determine whether the error ( $Y - \hat{Y}$ ) has a normal distribution or not by using the Liliefors test. The testing criterion is  $L_{\text{calculated}}$  must be smaller than  $L_{\text{table}}$  which indicates a normal distribution.

The results of calculations based on the estimated error normality on the mastery of English vocabulary to reading interests is the largest  $L_{\text{calculated}}$  0.1037 and  $L_{\text{table}}$  for  $n = 60$  with a significance level of 0.05 is 0.1144. This means  $L_{\text{calculated}} = 0.1037 < 0.1144 = L_{\text{table}}$ . So based on these calculations, it can be concluded that the estimated error variable  $Y$  over  $X$  is a normally distributed variable.

#### 4.3.2 Homogeneity Test

The homogeneity test is needed to test whether the variance in the scores is homogenous or not. This calculation is performed using the Bartlett's test, with a significance level of 0.05 and alpha testing criteria  $H_0$  is accepted if  $\chi^2_{\text{calculated}} < \chi^2_{\text{table}}$ . Results from the calculation of homogeneity showed  $\chi^2_{\text{calculated}}$  was 13.4 and  $\chi^2_{\text{table}}$  was 41.3. This means that  $\chi^2_{\text{calculated}}$  was smaller than  $\chi^2_{\text{table}}$  so that it can be concluded that the variance in this study was homogeneous.

#### 4.3.3 Regression Significance Test

To test the significance of the regression model was conducted to determine whether the regression model has been obtained meaningfully or not, the criteria reject  $H_0$  if  $F_{\text{count}} > F_{\text{table}}$ .

Through a series of calculations, the  $F_{\text{calculated}}$  was 49.07 and  $F_{\text{table}}$  with significance level of 0.05 and dk residue 58 was 4.01. Thus, it can be concluded that  $F_{\text{calculated}} = 49.07 > 4.01 = F_{\text{table}}$  which means that the regression model was significant or meaningful. This also means that there was a positive relationship between interest in reading and mastery of English vocabulary amongst students.

#### 4.3.4 Linearity Regression Test

Linearity test of linear regression was conducted to determine whether or not a simple regression model has been obtained previously. The test criteria is to accept  $H_0$

if  $F_{\text{count}}(\text{TC}) < F_t$  and to reject  $H_0$  if  $F_{\text{count}}(\text{TC}) > F_t$ , where  $H_0$  is a linear regression model and  $H_1$  is a nonlinear regression model. The calculations showed that  $F_{\text{calculated}}$  was 0.727 and  $F_{\text{table}}$  was 1.8687, so as  $F_{\text{calculated}} = 0.727 < 1.8687 = F_{\text{table}}$ , this means that  $H_0$  is accepted and the regression is linear.

#### 4.4 Correlation Coefficient

Calculation of the correlation coefficient between the two variables used the formula of product moment  $r_{xy} = 0.6773$  generated was commensurate with a “strong enough” level from the relationship table. This means that interest in reading has a strong relationship with the variable mastery of English vocabulary amongst the students. Then, to test the significance of the correlation coefficient, the researcher used a t-test with the criteria to reject  $H_0$  if  $t_{\text{count}}$  greater than  $t_{\text{table}}$  which would mean a significant correlation coefficient. Based on the calculations,  $t_{\text{count}}$  was 7.011, and  $t_{\text{table}}$  was 1.67 with 58 hp and a significance level of 0.05. Thus,  $H_0$  was rejected since  $t = 7.011$  [rejection of  $H_0$  as  $t_{\text{count}} = 7.011 > 1.67 = t_{\text{table}}$ ] which means that there was a positive relationship between interest in reading and mastery of English vocabulary amongst the sample of fifth grade students from three lab school primary schools.

The next step was to determine the coefficient of determination of the contribution of variable X to variable Y, which was calculated to be 46%. Thus 46% of the positive variance in the scores for mastery of English vocabulary amongst the sample of fifth grade students was determined by their interest in reading.

### 5. CONCLUSION

From this study, we can conclude that there was a positive relationship between interest in reading and mastery of English vocabulary amongst the sample students. The linearity and the significant relationship between the two variables was also an indication of the presence of a significant relationship between the variables X and Y. It is also clear that the relationship between the variables X and Y had a proportional relationship. Thus with increasing interest in reading, the mastery of the English vocabulary students also increased. If students had a high interest in reading, their mastery of English vocabulary also increased. The presence of a positive association in this study is also based on evidence of the correlation coefficient between the two variables, with  $r_{xy}$  of 0.6773 and the result of the t test being significant. The positive contribution provided by the interest in reading of the mastery of English vocabulary amounted to 46% and the remainder was related to other factors. In conclusion, the interest in reading of these students was also dependent on the quality and appropriateness of the English language books provided for these elementary students to read.

In addition, most respondents generally already knew the correct pronunciation of the vocabulary in the English language, although there were still some who had not mastered writing correctly. Once these were traced, they were found to be students who scored relatively low in interest in reading. This also indicates that interest in reading played an important role in students' mastery of English vocabulary.

Lastly, there are several things that can be inferred based on the results from the data analysis as well as the description of this research study. First, the relationship between the variables of interest in reading and variable student mastery of English vocabulary was linear and significant. This proves that there was a correlation between interests in reading with mastery of English vocabulary amongst fifth grade students from Johar Baru village in Central Jakarta. Second, there was a positive relationship between the interest in reading and mastery of English vocabulary amongst fifth grade students from lab school primary schools in Jakarta. This is evidenced by the correlation between the two variables which was calculated as 0.6773 and this is interpreted as a strong positive correlation. Thus, the relationship was proportional. That is, the higher the students' interests in reading, the higher their level of mastery of English vocabulary in grade five at primary school. The positive contribution from the interest in reading for the students' mastery of English vocabulary was 46% and the remainder was attributed to other factors.

## REFERENCES

- Agustina, L. & Chaer, A. (2010). *Sosiolinguistik: Perkenalan awal*. Jakarta: Rineka Cipta.
- Chaer, A. (2006). *Tata bahasa praktis Bahasa Indonesia*. Jakarta: Rineka Cipta.
- Damaiwati, E. (2007). *Karena buku senikmat susu*. Surakarta: Afra Publishing.
- Hirsch, T. (2015). *Teaching kids to read*. Retrieved on August 30, 2016 from [http://www.coreknowledge.org/mimik/mimik\\_uploads/documents/397/TeachingKidstoRead.pdf](http://www.coreknowledge.org/mimik/mimik_uploads/documents/397/TeachingKidstoRead.pdf)
- Hughes, J. M. (2007). *Reading process*. Retrieved on June 12, 2016 from <http://faculty.uoit.ca/hughes/Reading Process.html>
- Keraf, G. (2007). *Diksi dan gaya bahasa*. Jakarta: Gramedia Pustaka Utama.
- Mendikbud. (2006). *Permendiknas no. 22-23: Standar isi dan standar kompetensi lulusan*. Jakarta: Mendikbud.
- Nippold, M. A. (Ed.) (1988). *Later language development: Ages nine through nineteen*. Austin, TX: Pro-Ed.
- Ormrod, J. E. (2009). *Psikologi pendidikan: Membantu siswa tumbuh dan berkembang* [translated by Wahyu Indarti]. Jakarta: Erlangga.
- Pikulski, J. J., & Templeton, S. (2004). *Teaching and developing vocabulary: Key to long-term reading success*. Boston, M. A.: Houghton Mifflin Company.
- Purwanto, N. (2010). *Prinsip-prinsip & teknik evaluasi*. Bandung: Remaja Rosdakarya.
- Rahim, F. (2005). *Pengajaran membaca di Sekolah Dasar*. Jakarta: PT Bumi Aksara.
- Setiyadi, B. (2006). *Metode penelitian untuk pengajaran bahasa asing*. Yogyakarta: Graha Ilmu.
- Somadayo, S. (2011). *Strategi dan teknik pembelajaran membaca*. Yogyakarta: Graha Ilmu.
- Thelen, E., & Smith, L. (1998). Dynamic systems theories. In W. Damon (Series Ed. & Vol. Ed.). *Handbook of child psychology, Vol. 1: Theoretical models of human development* (5<sup>th</sup> ed.). (pp. 563–634). New York: Wiley.

[Received 20 July 2016; revised 29 August 2016; accepted 31 August 2016]

## THE AUTHOR

**Dr. Herlina, M.Pd.** was born in Pare-Pare, South Sulawesi, Indonesia, on 15 October 1968. She graduated in 1990 from the University of Haluoleo Kendari for her Bachelor's degree, and completed her Master's degree in 2005 and Doctoral degree in 2010 both at State University of Jakarta. From February 2009 until 2010, she was in the Sandwich Program at the Ohio State University, U. S. A. She is a lecturer at the Postgraduate Program in Language Education at State University of Jakarta, in which she teaches pragmatics, semantics, language education, and the curriculum. She also teaches the undergraduates with the following courses: Basic English for Elementary School, Intermediate English for Elementary School, Advanced English for Elementary School, Communication Skills Program, Micro Teaching and Research Methodology. Her research interests include research in education and the development in the field of education.