# THE RELATIONSHIP BETWEEN READING BEHAVIOUR AND VOCABULARY DEPTH FOR STUDENTS OF TEACHING PRACTICE CLASS (PPL 1) AT UIN SUNAN AMPEL SURABAYA

## THESIS

Submitted in Partial Fulfillment of The Requirements to Attain the Degree of Sarjana Pendidikan (S.Pd) in English Education Department



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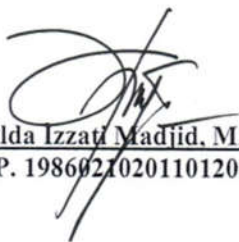
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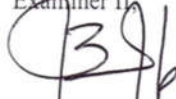Prof. Dr. H. Ali Mas'ud, M.Ag, M.Pd.I
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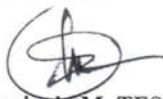
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# ABSTRACT

Hasanah, Esti Roudhotul. (2019). The Relationship Between Reading Behaviour and Vocabulary Depth for Students of Teching Practice Class (PPL Class) at UIN Sunan Ampel Surabaya. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Rizka Safriyani M.Pd, Hilda Izzati Madjid M.A

Key Words: *Reading Behaviour, Vocabulary Depth, Teacher Training*

Reading is the most important skill in learning. Through reading people can get some information that exist. Reading is not only about study book but reading can be another text. Meanwhile, being a teacher should have any information to delivered to the students so that the students will have more knowledge throught the teacher. The aims of this quantitative research is to measure the relationship between reading behavior as the independent variable and English vocabulary depth as dependent variable. The sample in this research is 86 students from 109 populations. Statistical Package for the Social Sciences (SPSS) version 20.0 Pearson Product Moment is used to analyze the data. This research using quantitative descriptive method by Pearson Product Moment to find out the relationship between the two variables. The finding of this research shows that there is a strong relationship between reading behaviour and English vocabulary depth. The correlation between reading behaviour and English vocabulary depth are described by Person correlation = 0.868 and Sig (2-tailed) = 0.000. In other words, there is a strong relationship between reading behaviour and English vocabulary depth. The more frequency of reading the more vocabulary they have.

# ABSTRAK

Hasanah, Esti Roudhotul (2019). *The Relationship between Reading Behaviour and Vocabulary Depth for Students of Teaching Practice Class (PPL Class) at UIN Sunan Ampel Surabaya*. A Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, University of UIN Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd and Hilda Izzati Madjid, M.A.
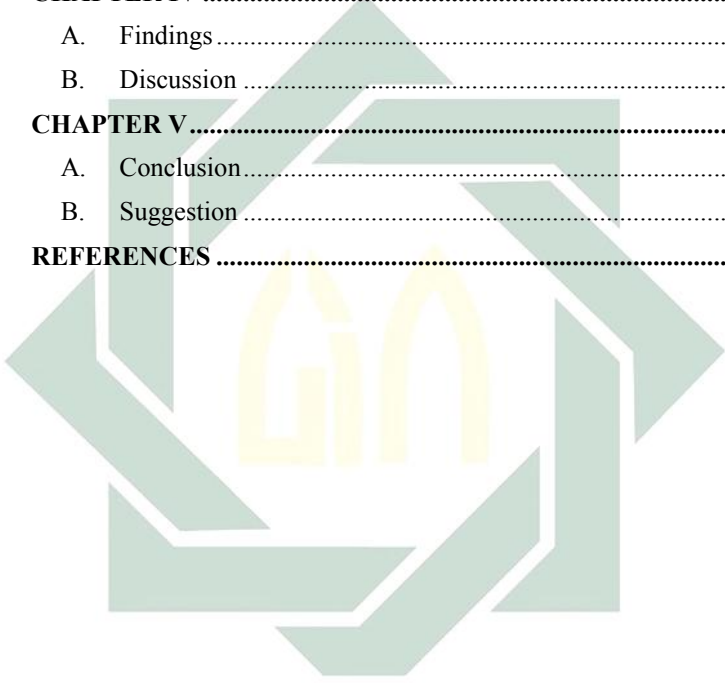
Kay Word : *Reading Behaviour, Vocaulary Depth, and Teacher Training*

Membaca adalah kemampuan yang sangat penting dalam pembelajaran. Dengan membaca orang akan mendapatkan segala informasi yang ada. Membaca tidak hanya tentang buku pelajaran saja tetapi juga bisa berbagai macam bacaan lainnya. Sementara itu, menjadi seorang guru harus memiliki informasi yang banyak untuk di sampaikan kepada siswa agar siswa dapat memiliki banyak ilmu pengetahhuan melalui guru. Tujuan dari penelitian kuantitatif ini adalah untuk mengetahui hubungan antara kebiasaan membaca sebagai independen variabel dengan kedalaman kosakata bahasa Inggris sebagai dependen variabel. Sampel pada penelitian ini sebanyya 86 siswa dari populasi sebesar 109 siswa. Untuk menganalisis data menggukan SPSS versi 20.0. penelitian ini menggunakan metode desktiptif kuantatif dengan menggunakan Pearson Product Moment untuk menemukan hubungan diantara kedua variabel. Hasil dari penelitian ini menunjukkan bahwa ada hubungan yang kuat antara kebiasaan membaca dan kedalaman kosakata bahasa Inggris. Korelasi antara kebiasaan membaca dan kedalaman kosakata bahasa Inggris dideskripsikan dengan koefisien korelasi sebesar 0,868 sig (2-tailed). Dengan kata lain, terdapat korelasi yang sangat kuat antara kebiasaan membaca dan kedalaman kosakata bahasa Inggris. Semakin sering mereka membaca maka semakin banyak kosakata yang mereka miliki.

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# LIST OF DIAGRAM

# LIST OF ABBREVIATION

UIN      : Universitas Islam Negeri
DVK      : Depth Vocabulary Knowledge
WAT      : Word Association Test
SPSS      : Statistical Package for the Social Sciences
EFL      : English For Learner

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# CHAPTER 1
# INTRODUCTION

This chapter contains of introduction, background of the research. The researcher come up with the research problem, purpose of research that describe the aim of to conduct this research. It also supported by significant of the study, scope and limitation, and key terms of the research.

## A. Research Background.

Reading is one of the most important skills to be learned in every language. It is used not only as a source of information and pleasure but also as a means of consolidating and extending knowledge of the language. Reading is an activity which is necessary and useful for human life. *Kamus Besar Bahasa Indonesia (KBBI)* states that reading comes from a word called "read" which means seeing and understanding the subjects or substances of a text either implicitly or explicitly. Tarigan said that reading is a proccess did by a reader to get a message which is sent by the writer through others media or written text.[1] It means that by reading people can give some information and get some information from other people around the world.

Reading is also considered as important thing to personal development, such as in social matter, economic matter and other parts in human life. It allows people to learn about history, social studies, language arts, sciences, mathematics, and the other subjects that must be mastered completely. Especially for students, reading should become a habit. It is because reading habit can give benefit. There is a belief that people can be successful in the future if they have reading habit. It is because reading provides knowledge of the language within writing, grammar, and vocabulary. Krashen states: "When children or less literate adults start reading for pleasure, however, good things will happen. Their reading comprehension will improve, and they will find difficult, academic-style texts easier to read.

Their writing style will improve, and they will be better able to write prose in a style that is acceptable to schools, business, and the

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[1] Tarigan, Henry Guntur.2008. *Membaca Sebagai Suatu Keterampilan Berbahasa.* Bandung: Angkasa.

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scientific

community. Their vocabulary will improve, and their spelling and control

of grammar will improve."[2]

In other word, the advantages can be obtained by those who diligently read many texts. These are: the ability of writing and vocabulary will be better throughout reading treatment which becomes a habit. Those good things as Krashen explained are the result of reading habit.

The activity of reading is a challenging task for foreign language learners. The number of vocabulary will help students to know and understand what the text tells about. Hancock's ideas show that "Comprehension involves understanding the vocabulary, seeing relationship among word and concept, organizing ideas, recognizing the author's purpose, evaluating the context and making judgements".[3] This means that the reader should have a good understanding of vocabulary knowledge and the way words are connected to each other and the way they (words) make sense.

Reading has been found to improve students' reading comprehension, writing styles, vocabulary knowledge and spelling skills. Reading can also impact social life and economic prosperity. Evidence suggest that students who read more also read better than those who read less.[4] Therefore, encouraging students to engage in academic and extracurricular reading is critically important for students to develop reading interests and academic achievement. Students at all levels, including adolescents and adults, need to be engaged in both types of reading.[5] The activity of reading can stimulate the competence of thinking.

Reading habit is a considered as an important variable in reading research. However, some researchers often use the term

[2] Krashen, S. 2004. *The Power of Reading: Insight from the Research.* Portsmouth: Heineman

[3] Hancock,O.H. (1998). *Reading skillsd for collage students (4th ed.).* Uooer Saddle Rivers, NJ: Prentice Hall.

[4] Mokhtari, K., Reinchard, C., & Gardner, A. (2009). *The Impact of Internet and Televison Use on The Reading Habits and Prctice of Collage Students.* Journal of Adolescent & Adults Literacy, 92(7), 609-619.

[5] Guthrie, J. F., & Davis M. H. (2003) Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly, 19,* 59-85.

habit synonymously to behavioural frequency. Therefore, the concept of habit often forms the theoritical foundation, even if in a particular study labels such as reading activity, behaviour or frequency are used. Verplanken and Ordell argue that once a habitual behaviour is established, repetition is needed in order to sustaint as a habit.

Moreover, in this recent study, the researcher focuses scientifically by doing the research in terms of reading behaviour. It can be investigated by measuring the reading behaviour and the result of reading, the depth of vocabulary. Measuring the reading behaviour of students must be complex in all aspects including the quantity and the type of reading itself. Futhermore, from that activity of measuring, the researcher will know the relationship between the reading behaviour including vocabulary.

Vocabulary is one of the most significant elements in discerning the complication of a text. Keraf assumes that vocabulary is same as lexicon[6]. Lexicon means a component of language which has a meaning and uses of a word in language. One of the fundamental reasons is a lot of unknown words, which learners encounter while reading can cause difficulties in processing the text. A distinction has often made two dimensions of vocabulary knowledge: Depth and breadth (or size). Based on Rashide journal, recent conceptual framework is developed. It offers four connected dimensions of vocabulary knowledge: Vocabulary size, Depth of vocabulary knowledge, Lexical organization and Automaticity of receptive-productive knowledge.[7]

The relationship between vocabulary and reading has been a well-established notion among the teachers of English as a foreign language and language teaching. There is no doubt that reading in English and the vocabulary knowledge of learners of English as a foreign language are directly related to each other. Anderson and Freebody explain that it is the general vocabulary knowledge of the reader that best predicts how well that reader understanding the text.[8]

[6] Keraf, Groys. 2010. *Diksi dan Gaya bahasa: Komposisi Lanjutan I.* Jakarta: Gramedia Pustaka Utama
[7] Rashide. N.,& Khosravi, N.(2010).Assesing the role of depth and breadth of vocabulary knowledge in reading comprehention of Iranian EFL learners.P 82-83
[8] Anderson, R. C., & Freebody, P. (1981). Vocabulary knowledge, In J. T. Guthrie (Ed.). *Comprehension and teaching: Research reviews* (pp. 77-81). Newark, IRA.

In other side, Nagy states that vocabulary is fundamental to comprehension of various texts and that vocabulary teaching should be an integral part of language education. While there is a consensus on the importance of vocabulary in reading performance, ideas on how vocabulary should be taught and how much of it should be given to the learners may vary.[9]

Some previous researchers investigated the same studies related to reading behaviour and vocabulary. The first previous study entitled "*Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India*". This was written by Evans Atsiaya Siahi from Universitiy of Puna, India and Julius K. Maiyo from Kibabil University College, India. The second previous study entitled "*Students' Extracurricular Reading Behaviour and The Development of Vocabulary and Reading Comprehension"* written by Maximilian Pfost, Tobias Dorfler Cordula Artelt. Then the third previous study entitled "*The Correlaton between Students' Reading Habits and their Ability in Writing Narrative Text"* was written by Inayatul Maula.

To distinguish between those previous studies as stated above, the current researcher highlighted the connection between reading behaviour and the depth of vocabulary as the result of reading activity. Meanwhile, those previous studies focused on the discussion about how the students study habits and its correlation with students academic achievement and how the students reading behaviour with students development of vocabulary. While in this research, the researcher would be adapted from those previous studies and would be discussed deeper information related to reading behaviour and students depth of vocabulary.

Dealing with the reasons above, the researcher conducted a research about The Relationship Between Reading Behaviour and Vocabulary Depth in  teaching practice class of English Teacher Department at UIN Sunan Ampel Surabaya.

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[9] Nagy, W.E., Diakidoy, I.A.N.,& Anderson, R.C. (1993). The acqusition of morphology:Learning the contribution of suffixes to the meanings of derivatives. *Journal of Reading Behaviour, 25,*155-170.

**B. Research Questions**

Based on the situation above, the researcher has some question that will be discussed those are;

1. What is the students reading behaviour in teaching practice class of English Teacher Department at UIN Sunan Ampel Surabaya ?
2. What is the students vocabulary depth in teaching practice class of English Teacher Department at UIN Sunan Ampel Surabaya ?
3. Is there a relationship between reading behaviour and vocabulary depth for students in teaching practice class of English Teacher Department at UIN Sunan Ampel Surabaya ?

**C. Objectives of the Research**

Considering the research question above, this study is intended to :

1. find out the students reading behaviour in teaching practice class in English Teacher Department Students of UIN Sunan Ampel Surabaya.
2. find out the students vocabulary depth in teaching practice class in English Teacher Department Students of UIN Sunan Ampel Surabaya.
3. find out the relationship between reading behaviour and students vocabulary depth for teaching practice class in English Teacher Department Students of UIN Sunan Ampel Surabaya.

**D. Hypothesis**

A hypothesis examines two opposing hypotheses: the null hypothesis and alternative hypothesis. Null hypothesis ($H_0$) means that there is no relationship between two variables, meanwhile, alternative hypothesis ($H_0$ or $H_a$) means that there is a relationship between two variables. The alternative hypothesis is accepted if the null hypothesis is rejected.[10] Futhermore, the hypothesis of this study are the following.

1. Null hypothesis ($H_0$): there is no relationship between the students reading behaviour with the students vocabulary depth,

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[10] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics* (New Delhi: New Age International Publishers, 2006), 61

and the degree of vocabulary depth does not depend on reading behaviour (equivalent to *r=0*).

2. Alternative hypothesis ($H_a$): there is a relationship between the students' reading behaviour with students vocabulary depth, and the degree of vocabulary depth depends on reading behaviour (equivalent to *r≠0*).

**E. Significance of the Research**

This result of this study is expected to give contribution for the following parties.

1. The Teacher
   This study can help the teacher to be more aware to students vocabulary knowledge toward students reading behaviour.
2. The Reader
3. It can help the reader to get some information and share them that reading behaviour is necessary to increase vocabulary depth and also the relationship between both of them.
4. The Researcher
   The findings of this research can be a source for those who make a research related to this topic and refences for their research which deals with the relationship between reading behaviour and vocabulary.

**F. Scope and Limits of the Research**

The scope of this study is the students behaviour in reading related to how much they spent their time to read any kinds of literatures and how depth of the students' vocabulary . In vocabulary depth there are four aspects that assesed, paradigmatic relations, syntagmatic relations, analytic relations and morphological knowledge. In order to know the students vocabulary depth the researcher uses Md.khamd ul Hasan and Ahmad Affendi Shabdin, Nasser Rashidi & Negar Khosravi theory dealing with the depth of students vocabulary and Maximilian Pfost, Tobias Dorfler and Cordula Artelt as the theory of reading behaviour.

The limitation of this study is the students of English Teacher Education Department of UIN Sunan Ampel Surabaya in teaching practice class. In collecting the data the researcher took the students from 8 classes that exist those are from 10 students from each classs.

The researcher investigated their reading behaviour among a year and check how is the deepest of their vocabulary.

## G. Definition of Key Terms

In order to avoid any mistake in interpreting the title of this research, the researcher needs to explain the key terms relating of it. The terms are explained as follows:

1. Reading behaviour

    Reading behaviour is an activity that usually did by people in frequency time[11]. In this research reading behaviour is the way the students spend their time ( spare time ) to read the literatures.

2. Vocabulary depth

    Depth of vocabulary is what learners know about a target word, e.g. meaning, register, and morphological, syntactic, and collocational properties[12]. In this research vocabulary depth focussed on the idea that learners need to have more than just an understanding of the meaning.

3. Teaching practice

    Teaching practice is a period of time for pre-service teacher to get experience in teaching with particular group of another pre-service teacher and supervisory teacher

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[11] Cunnigham, A. E., Konopal, B. C. (1987). What reading does for the mind. *Journak of Direct Instruction*, *1*, 137-149.

[12] Moghadam, Soodeh. Hamzehlou. (2012). *The Relationship between Breadth and Depth of Vocabulary Knowledge and Reading Comprehension*.

## 1. CHAPTER II
## REVIEW OF RELATED LITERATURE

This chapter discuss some issues and theories related to the reading behaviour and vocabulary depth. This Chapter is devide into two parts, those are some theories to approach research question and the review of some related previous study

### A. Review of Related Literature

### 1. Reading

#### a. Terms of Reading

Reading includes in receptive skills in which the reader will accept the many kinds of information through reading. It is used not only as a source of information and pleasure but also as a means of consolidating and extending knowledge of the language. It is necessary to be learned in any language because reading becomes part of the most important skills. Reading is also one of skills that can help to get some knowldge. According to Krashen and Pressley, the activity of reading is useful for increasing vocabulary knowledge, improving writing styles and spelling skills. Those benefits of reading activity will be effective if the reader intensively reads kinds of literature. Further, another researcher emphasizes these important skills are required in reading activity, such as letter and word recognition, grapheme and phoneme correspondence, semantic knowledge, syntactic understanding and comprehension and interpretation. As explained by experts above, reading is a useful activity that can add new vocabularies, strengthen knowledge, affect writing styles to be better and other benefits that readers can obtain.

#### b. Strategy of Reading

In reading there are some kinds of strategy that can be used to read the literatures. Through the strategy of reading, people will easy to find out the strategy matched by their ability. The following details are some kinds of reading strategy such as the following.

1) Skimming : Read the sign posts or clues.
2) Scanning : locate a particular information in a text.

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3)  Analyctic Reading : Identifying a word relationship.
4)  Critical Reading : Read and analyzing a text so the reader can give some a judgement or conclusions.

**2. Reading Behaviour**

Reading is the most important language skill because it can help people get knowledge.[13] The more people read literature, the more they get information from it. Similarly, Petel and Jain argue that reading is not only the source of pleasure and information, but also the source of someone's knowledge. It means that, reading can be the source of someone who wants to write something about the issue, story, book, etc. It is because reading is main skill in learning language for everyone.[14] Furthermore, through reading people can hold the world easily.

Behaviour is an activity that usualy did by people in sequence time. Individual differences in the development of cognitive competences are the product of large number of interacting individual and environmental variables.[15] Some researchers have been tried in educational pyschology to separate the cause of individual differences and found that students reading behaviour is prominent explanatory variable[16], and reading behaviour is often become the reason of low reading literacy.[17]

Otherside, behaviour is also an activity that occur throught interaction with the environment. Behaviour can be studied in a systematic and observable manner regardless of internal mental states. Commonly, behaviour should be considered as congnitions, emotions, and moods are far too subjective. In this study, the researcher does not assumed that each teacher has a

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[13] Cahyono, B.Y. (2010). *Second Language Acquisition and English Language Teaching.* Malang: State University of Malang Press.

[14] Petel & Jain M.F. (2008). *English Language Teaching*. Jaipur: Sunrise and Distributors.

[15] Fraser, B. J., Walberg, H. J., Welch, W. W., & Hattie, J. (1987). Syntheses of educational productivity research. *International Journial of Educational Resesarch, 11,* 147-252.

[16] Cunnigham, A. E., Konopal, B. C. (1987). What reading does for the mind. *Journak of Direct Instruction*, *1*, 137-149.

[17] Watkins, M. W,. & Edwards, V. A. (1992). Extracurricular reading and reading achievement: The rich stay rich and the poor don't read. *Reading Improvement, 29,* 236-242.

reading habit. It is because the researcher only focused on how the teachers spent their times to read literatures. The term reading behaviour in this study is classified as an activity that is observed narrowly.

According to Per Nilsen as cited by Samrotul, habit is behaviour that is reapeated until it becomes more less automatic, enacted without purposeful thinking, largely without any sense of awareness.[18] Furthermore, reading habits are the intelectual activities for giving more information, knowledge, and learn to various types of things and their activities, while the reading behaviour is the activities which related to the time spent they use.

3. **Vocabulary**

Based on Nasser Rashidi and Negar Khosravi journal, Depth of vocabulary knowledge includes all lexical characteristics such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and phraseological properties as well as frequency and register.[19] Soodeh also said that Depth of vocabulary is what learners know about a target word, e.g. meaning, register, and morphological, syntactic, and collocational properties.[20]

Vocabulary depth focuses on the idea that learners need to have more than just an understanding of the meaning. The depth dimension should cover some components, they are: pronounciation, spelling, meaning, register, frequency, and morphological, syantactic, and collocational properties. For example : a learners who has depth of word knowledge from the word "table", is aware that someone sits at a table, but in reading a science text or conducting an experiment, someone also creates, reads, and interprets a table. Futhermore, while table is a noun, its derivation, tabulate, is a verb, and they are

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[18] Per Nilsen, ct. Al., *"Creature of Habit" Accounting for the role of Habit in Implementation Research Clinical Behaviour Change" Implementation Sains Journal,* June 9th 2012,2

[19] Rashidi. N., & Khosravi,N.(2010).*Assesing the role of deoth and breadth of vocabulary knowledge in reading comprehension of Iranian EFL learners.*

[20] Moghadam, Soodeh. Hamzehlou. (2012). *The Relationship between Breadth and Depth of Vocabulary Knowledge and Reading Comprehension.*

used in different context.[21] This examples shows that in vocabulary depth someone understands not only the meaning of certain word but also the deeper knowledge about it.

Vocabulary can be defined as a word within a particular language which is known to the person. It is considered as a very important tool to communicate with other people. Many words have several different meaning. Vocabulary is a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined where all the words known and used by a person are related to a particular subject. Mastering vocabulary is of much important because it will be judge based on the words used. The more words known by poeple, the more they will be able to understand what their hear and read.

Vocabulary knowledge can be defined into two dimension, breadth and depth.

a. Vocabulary Breadth or vocabulary size is defined as the number of words that a person knows. The studies of breadth vocabulary is measuring the number of words that they know in some absolute sense and more narrow in term of the frequency of the words. In other word, vocabulary size can be simplified how many words written in texts are recognized and known.

b. Vocabulary Depth focus on the level that the words learners need. Depth of vocabulary includes all lexical characteristics such as phonemic, graphemic, morphemic, syntactic, semantic, collocational, and properties, as well as frequency and register. In addition, vocabulary depth concentrates on the quality of vocabulary knowledge. In the saame vein, Anderson and Freebody simplifies the term vocabulary depth as how well the words in text reading (any kinds of literature) are known and recognized completely[22].

The two dimensions of vocabulary knowledge have different characteristics either in term of mastering and

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[21] C. Patrick Proctor, et al, "*The Role of Vocabulary Depth in Predicting Reading Comprehension among English Monolingual and Spanish-English Bilingual Children in Elementary School*", Spinger Science, 3.
[22] Anderson, R.C. & Frebody, O. (1981). Vocabulary Knowledge, In J. T.Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 77-81). Newark, IRA.

measuring throught reading activity. Commonly, the substance of vocabulary breadth focuses on how many words the readers know especially in the way the know the meaning of the word that captured in a reading text. In addition, it is the conceptualized as knowledge in the relation of meaning. Further, the measurement deals with size. In contrast to vocabulary depth, the knowledge is not based on the meaning. The vocabulary knowledge is deeper than just counting the lexical item such as in the vocabulary size. The knowledge in vocabulary depth combines the knowledge of lecxical items as holistic as well. The competence in this case is also significant. It is because this vocabulary knowledge is measured by how well the readers know and understand the word written in the reading text.

Size of vocabulary knowledge is relatively straightforward to conceptualixe, as it is basically counting known lexical items (typically operationalized as knowledge of the from-meaning connection), and most measurement and discussion of vocabulary to date have focused on size. In contrast, there are a large number of overlapping ways in which depth of knowledge can be conceptualized. The diversity of depth conceptualizations makes it extremly difficult to know how to approch depth from a theoritical perspective.

A widespread way of conceptualizing vocabulary depth of knowledge is by breaking it down into the seperate elements, which has been described as a component or dimensions approach.23 The richest depth could be seen as mastery of all these word knowledge aspect, but knowledge of individual aspects (collocation, derivative forms, polysemous meaning senses) can also be seen as contributing to depth of knowledge.

The various ways of conceptualizing depth (word knowledge components, lexical organization, receptive and productive mastery, and fluency) are not discrete; rather they are overlapping and interrelated. The boundaries between them are fuzzy, and they blend into one another depending on how one defines and operationalizes each conceptualization. The reason why there is currently no measure of depth as a whole is partly due to depth being a very broad construct that connot simply be

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23 Read, J. (2000). *Assesing Vocabulary.* Cambridge, UK: Cambridge University Press.

measured in a single test, or even partically in a battery of test. This complexity makes it difficult to get good measures of either size or depth, and the relationship between size and depth depends to a large degree on how each is measured.

DVK test originally called the Word Associates Test (WAT). The WAT measures the learner's depth of vocabulary knowledge through word associations, that is the various semantic and collocational relationships that a word has with other words in the language.

## B. Review of Previous Studies

There are some studies related to the current study,

The first previous study conducted by Maximilian Pfost, Tobias Dorfler & Cordula Artelt entitled "*Students' Extracurricular Reading Behaviour and The Development of Vocabulary and reading Comprehension*".[24] This study investigated the role of extracurricular reading behavior in the development of reading literacy, reading behaviour and students vocabulary. This research was analyzed by descriptive statistic to get the result. The result of this study was reading outside school matters for the development of reading comprehension and although to a lesser degree also for vocabulary. The reading behaviour of students changed in interaction with technological development. Web applications such as facebook or twitter and an increasing dissemination of smartphones, e-readers, and e-books may dramatically change our reading habits and have far-ranging consequences for human cognitive development.

Second previous study was about "*Study of the relationship between study habits and academic achievement of students: A case of Spicer Higher Secondary School, India*" done by Evans Atsiaya Siahi from Universitiy of Puna, India and Julius K. Maiyo from Kibabil University College, India.[25] This study determined the relationship between study habits and academic achievement of students. A survey design was employed in this descriptive

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[24] Psoft, Maximilian., Dorfler, T., & Artelt, C. *Students' Extracurricular Reading Behaviour and the Development of Vocabulary and Reading Comprehension*. Online Journal. P.5

[25] Siahi, Evan Atsiaya., & Maiyo, Julius K. *Study of the Relationship between Study Habits and Academic Achievement of Students: A Case of Spicer Higher Secondary School, India*. Online Journal. September 2015. Vol 7.

correlation study. The conslusion of this study was if academic failure in forestalled and standards improve, it was inescapable that schools from elementary level should provide relevant values and stimulating academic environments. Students should not be condemned but encouradge and linked to teachers whom they can establish with reflective intellectual companionship that would help improve study habits.

Third previous study conducted by Dr. Saeed Mehrpour, Dr. Seyyed Ayatollah Razmjoo and Parvaneh Kian with the title "*Relationships Between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension among Iranian EFL Learners*"[26]. This study investigated the particular role learners' vocabulary knowledge played in their reading comprehension performance. It intended to determine whether breadth and depth of voabulary were related to EFL learners' reading comprehension and which one made more important contribution to L2 reading comprehension. Two tests was used in this study in measuring breadth and depth of vocabulary knowledge and multiple quistionnaire used for measuring the reading comprehension. The result of this study was relevated that breadth and depth of vocabulary knowledge were positively correlated, that was, those learners who had large vocabulary size had a deeper knowledge of the words and gender had no significance impact on learners' reading comprehension performance and vocabulary knowledge.

Fourth previous study conducted by Abdulvahit Cakir, Ihsan Unaldi, Fadime Yalcin Arslan & Mehmet Kilic with the title *Effects of Reading Strategies and Depth of Vocabulary Knowledge on Turkish EFL Learners' Text Inferencing Skills*. This study investigated that foreign language teaching and learning, reading strategies depth of vocabulary knowledge and text inferencing skills have not been researched extensively. This study tried to fill this gap by analyzing the effects of reading trategies used by Turkish EFL Learners and their depth of vocabulary knowledge on their text inferencing skills. This study used three different measures, those are : Word Association test (WAT), Metacognitive Awareness of

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[26] Mehrpour, Dr.,Saeed., Razmjoo, & Dr Seyyed Ayatollah., *Relationship Between Depth and Breadth of Vocabulary Knowledge and Reading Comprehension Among Iraanian EFL Learners.* Online Journal

Reading Strategies Inventory (MARSI), and inferencing question used in a standardized national test. Tk.:he association test and reading strategies score were regressed on inferencing scores of the partisipants. The result revealed that depth of vocabulary knowledge was a better predictor of inferencing skills compared to reading strategies. However, the model created by using these two predictors accounted for only 15% of the variance, and the major implication of this result is that there are other more significant factors which affect textt inferencing skills of EFL learners than reading strategis and depth of vocabulary knowledge.

The fifth study is conducted by Yusuf Sen and Mesut Kuleli with the title *The Effect of Vocabulary Size and Vocabulary Depth on Reading in EFL Context*.[27] This research is to determined the effects of vocabulary size and vocabulary depth on reading performance in EFL context. This research used three test those are : Vocabulary Size Test by Nation and Belgar, Words Associate Test by Read, and a reading performancce test. In analyzing the data the researcher used Pearson corelation and linear regressioan. The result showed that vocabulary size and vocabulary depth were both significantly correlated to reading performance, but vocabulary depth predicted reading performance better.

The sixth study conducted by Md Kamrul Hasan and Ahmad Affendi Shabdin with the title *The Correlation and Contribution of Depth of Vocabulary Knowledge to Reading Success of EFL Banngladeshi Tertiary Students*.[28] This research is to determined what aspect of depth of vocabulary knowledge have strong and significant correlation with academic reading comprehension and examined the different dimensions of depth of vocabulary knowledgge have predicted to academic reading success in an EFL context. The result of this study was found that there was a significance and strong correlation between the newly analytic adapted analytic (meronymy) relations aspect of depth of vocabulary knowledge and academic reading success, and analytic

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[27] Sen, Yusuf Kuleli, Mesut. *The Effect of Vocabulary Size and Vocabulary Depth on Reading in EFL Context".* Online Journal. Elsefier Ltd. CC BY-NC-ND licence. 2015.
[28] Hasan, Kamrul Md., & Shabdin, Ahmad Affendi., *The Correlation and Contribution of Depth of Vocabulary Knowledge to Reading Success of EFL Bangladeshi Tertiary Students*. Online Journal. PASA. January 2017. Vol.53

relations was found to be the most uniques predictor to explaining the academic reading success of the students.

The seventh study conducted by Davoud Abedi with the tittle *The Relationship between Depth of vocabulary knowledge and Reading Comprehension of Iranian EFL Learners.*[29] This study is to determined the role of vocabulary knowledge and reading comprehension ammong Iranian EFL learners. This study used two test. First Word Knowledge Test (WKT) to tested the depth of vocabulary knowledge and test for reading comprehension using test with different passages and multiple choices. The result of this study showed that there was a strong positive relationship between depth of vocaabulary and reading comprehension skill.

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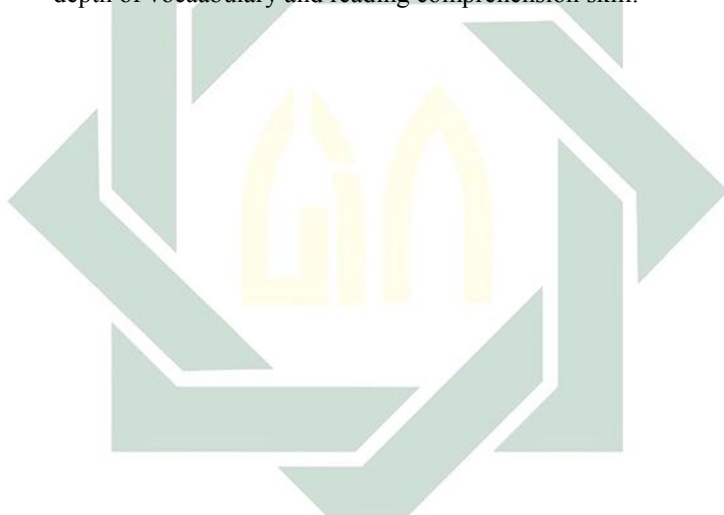
[29] Abedi, Davoud. *The Relationship between Depth of Vocabulary Knowledge and Reading Comprehension of Iranian EFL Learnes.* Journal of Applied Linguitic and Language Research. Vol 4, issue 4, 2017, oo. 224-229.

**CHAPTER III**
**RESEARCH METHOD**

This chapter describes the method used in this study, including the research design, subject of the study, research instrument, data collection and data analysis techniques.

**A. Research Design**

This research design of this research was quantitative research. Quantitative research is used to find out the relationship or correlation of something between two variables. Creshwell explains that correlation is used when researcher relates two or more variables to see if they influence each other.[30] The degree of relationship is expressed by the coefficient of correlation. The coefficient of correlation is usually given the symbol $\rho$ (rho) for the population and $r$ for the sample and it ranges from -1.00 to +1.00

**B. Population and Sample**

**1. Population**

Population is the larger group to which a researcher wishes to generalize; it includes all members of a defined class of people, events, or objects.[31] In this study, the population of this research is the students of English Teaching Practice (PPL 1) class at UIN Sunan Ampel Surabaya which consist of 109 students. The consideration in choosing the population is because in this class the students are preparing themself for being a teacher where teacher should give more information to the students and should be have a lot of vocabulary before go to school which is suitable with the core of the research.

**2. Sample**

According to Arikunto, if the subject was less than 100, it was better to take all of the subjects becomes population research. But if a large number of the subjects (more than 100) exist, the sample can be taken 15%, 25% or more.[32] A larger sample is

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[30] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative nad Qualitative Research, 4th edition* (USA: Pearson,2012), 338
[31] Donald Ary, *Introduction to Research in Education, 8th Edition* (Wadsworth: Cengage Learning,2010), 647
[32] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2004), 134

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much more likely to be representative of the population. Based on Cohen, Manion and Morrison, the researcher will take the sample randomly that is 86 students who take the class as the subject.[33] In this study the population was more than 100, thus the researcher took some samples from the population. Sample itself refers to a set of elements selected in some way from population. The benefit of sampling is to obtain consistent and unbiased estimates of the population status in terms of whatever is being researched.[34] Slovins' formula was used to calculate the sample size as below.

$$n = \frac{N}{1+N(e)^2}$$

$$\frac{109}{1+(109)(0,05)^2}$$

$$n = \frac{109}{1+(109)(0,05)^2}$$

$$n = \frac{109}{1+(0,27)}$$

$$n = \frac{109}{1.27}$$

n= 86

where :

n = sample size

N = population size

e = margin of error (the margin of error is 5% or 0.05)

It found that there are 86 students of Teaching Practice Class of English Teacher Education Department Students on faculty of Tarbiyah and Teacher Training at UIN Sunan Ampel Surabaya were participated as a sample.

## C. Data and Source of Data
### 1. Data

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[33] Louis Cohen, Lawrence Manion, Keith Morrison, *Research Methods in Education 7th Edition* (New York: Routledge, 2011).

[34] Roger Sapsford-Vicyor Jupp, *Data Collection and Analysis, 2nd Ed.* (London: SAGE Publications,2006), 26

Based on the information above, the data of this research were obtained from quantitative approach as the research design used in order to answer research questions.

The data of this research were divided into two parts. The first data represented the time spent by the students in reading literatures as their behaviour. Furthermore, the second data represent the frequency of vocabulary needed by the students.

**2. Source of Data**

Related to the data above, the source of data in this research was obtained from the student's answer in questionnaire for the first research question, result of test for the second research question, and the result of all instrument to gain the data which has been analysed by SPSS 20 will be the source of the third research question of this study.

**D. Research Instrument**

Data were required to undertake the findings of this study. The data were obtained by using these following instruments.

1. Questionnaire

Questionnaire was used to obtain the data consist of some spesific questions to indicate how is the students reading behaviour. The researcher adapt Maximilian Psoft, Tobias Dorfler and Cordula Artelt theory to make a test[35]. The test would be assesssed using 7 items. Students would get the question " how often do you read ....?" followed by 8 types of reading material : magazines or newspaper; comics (online or offline); novels (online or offline); stories or tales; online encyclopedias (e.g Wikipedia);online forums or chat; and study book. In scoring this questionnaire one point for every parts.

2. Depth of Vocabulary Knowledge (DVK) Test

This method test consisted of 50 specific question to measure students vocabulary depth. The researcher used the questions based on the theory from Nasser Rashidi and Negar Khosravi which used Word Associates Test (WAT) to measure students vocabulary depth. The test was composed of 50 words, each followed by a list of eight words, four of which are

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[35] Psoft, Maximilian., Dorfler, T., & Artelt, C. *Students' Extracurricular Reading Behaviour and the Development of Vocabulary and Reading Comprehension*. Online Journal. P.5

semantically related to the target word while the other four are not.

This test required the students to match a word with the close meaning by circle the correct words. The students would be done this test among 30 minutes to complete this test. In scoring, each word correctly chosen was worth 1 point and each word wrongly chosen was worth 0 point. This test would be given once after the researcher giving a test dealing with the students reading behaviour.

**E. Data Collection Technique**

In collecting the data of respondens' reading behaviour the researcher used questionnaire as an instrument to get the data. The questionnaire was adapted from Pfost Maximiliam Dofler. The questionnaire was constructed in the form of skala likert. The likert scale consisted of four points. The points were Almost never or never, Several times a month, Several times a week, Several times a day. Positive response rates 1-4 and negatif response 4-1.

In collecting the data of students vocabulary depth, the researcher used the score of sudents' Depth Vocabulary Knowledge (DVK) test. In DVK test the students are required to circle 4 word that have relation with the main word that exist.

**F. Data Analysis Technique**

Finding the correlation between reading behaviour and vocabulary depth, the researcher used correlation formula by Person Product Moment Correlation to test the significant correlation between those variables. The technique used by the researchers was SPSS 20.0. These steps were done by the researcher :

1. The first step was preparation some of the important things of checking instrument of reading behaviour and vocabulary depth test. Checking the questionnaire as the tool to find out the students reading behaviour and Depth Vocabulary Knowledge (DVK) test as the tool to find out the students vocabulary depth.

2. The second step was tabulating. After all the instrument were ready to use, the researcher conducted the test. Then, scoring the result of the conducted test. For reading behaviour test 1 point for *almost never or never*, 2 point for *several times*, 3 point for *several times a week*. And 4 point for *several times a*

*day*. And for the DVK test 1 right answer got 1 point score and wrong answer got 0 point score. The last put the score of reading behaviour and vocabulary depth to the table in Excels'. In analyzing the data the mean of every item of those instrument was splitted under three bunches. The bunches clarified the student reading behaviour performance and students vocabulary depth performance. Tus, the bunch could be clarified as below.

**Table 3.1 Rank of Mean**

| Mean Value | Rank |
|---|---|
| 1.00 - 2.00 | Low |
| 2.01 - 3.00 | Moderate |
| 3.01 – 4.00 | High |

3. The third step was analyzing. After the data already to be analyzed in excel. The data will put into SPSS version 20.0. The data will be anylzed using normality test whether to know the data distribution was normal or not. After that if the data was normal the next analyzed how was the students behavior and students vocabulary depth score and put it into the diagram. After that the correlation test became the last step to check how was the correlation of reading behaviour and vocabulary depth using Pearson Product Moment. Here is the formula to find the Pearson Product Moment correlation coefficient value :

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[\, n\sum x^2 - (\sum x)^2 \,][\, n\sum y^2 - (\sum y)^2 \,]}}$$

The Description of the formula above are explained as follow.

r = Correlation coefficient value

N = Number of sum of the participant

$\sum$ = Sum of X score

$\sum$ = Sum of Y score

$\sum y$ = Sum of the products paired scores

Then, the contribution of the independent variable (x) towards the dependent variable (y) was investigated through the determination coefficient ($r^2$) as below :[36]

R = $r^2$ x 100%

R = value of the determinant coefficient

$r^2$ = value pf the squared correlation coefficient.

Moreover, after getting the *r* score, the significance between the two variables was tested to know the correlation between variable X and vabiable Y. The formula of significant test is :[37]

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

The descriptions of the formula above are as follow.

t = the t- value

r = Correlation coefficient value

n = Number or sum of the partivipants

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[36] Subana, et al. *Statistik Pendidikan,* (Bandung : Pustaka Setia, 2000), p.145

[37] Sugiono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Bandung: Alfabeta, 2013), p.187

After getting the index score of *r* correlation, product moment ($r_{xy}$) usually interpreted with the table of *r* score interpretation as presented in the following table :[38]

**Table 3.2 "r" Score Correlation Interpretation**

| No | The 'r' score | Interpretation |
|----|---------------|----------------|
| 1 | 0.00 - 0.199 | Very Weak |
| 2 | 0.20 - 0.399 | Weak |
| 3 | 0.40 – 0.599 | Moderate |
| 4 | 0.60 – 0.799 | Strong |
| 5 | 0.80 – 1.00 | Very Strong |

The table above represents the interpretation of the correlation coefficient value ($r_{xy}$). If the value of $r_{xy}$ is between 0.90 – 1.00, it means that the both of variables analyzed have very high correlation; while if the $r_{xy}$ score gained ranges between 0.00 – 0.19, it can be interpreted that the relationship between the two variables analyzed is very low.

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[38] Jonathan Sarwono, *Metode Penelitian Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.149

# CHAPTER IV
## RESEARCH FINDING AND DISCUSSION

This chapter presents the results of the study. The first section presents the findings of the study, including : the students' reading behaviour and vocabulary depth results, the relationship between reading behaviour and vocabulary test score, and data analysis. Meanwhile, the second section aims to gather score for statistical analysis and discussion descriptively.

## A. Findings

This section presented the data findings and discussion of two variables involved in this research, they were students' reading behaviour ($x$) and students' vocabulary depth ($y$). In addition, the data of variable ($x$) were obtained from questionnaire, while the data of variable ($y$) were obtained from test. The questionnaire and test was given to students who were in teaching practice class. Based on the Slovins' formula the researcher took the respondents about 86 students of the sample randomly from 109 total students in teaching practice class. Futhermore, the Depth of Vocabulary Knowledge (DVK) tested to measure the students' vocabulary depth. Furthermore, the finding of this research is described below.

### 1. The Result of Students' Reading Behaviour

The data about students' reading behaviour were collected through questionnaire which were consist of 12 aspect, those were: magazines, newspaper, online comic, offline comic, online novel, offline novel, stories, fairy tales, legend, online forum/chat, study book, online encyclopedias (e.g Wikipedia). The data collection was done on Thursday 21th February 2019, Friday 22th February 2019, and Wednesday 27th February 2019. In scoring minimum score of this questionnaire was 7 and the maximum was 48. Therefore, the students score of their total reading behaviour be seen on table in appendix. The result of the students' reading behaviour is presented in the following diagram below :

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**Reading Behaviour Score**

(chart)

Range score: 1 - 10 = 5; 11 - 20 = 16; 21 - 30 = 44; 31 - 40 = 18; 41 - 50 = 3

Legend: Reading Behaviour Score

Y-axis: Respondens (0 to 50)
X-axis: Range score
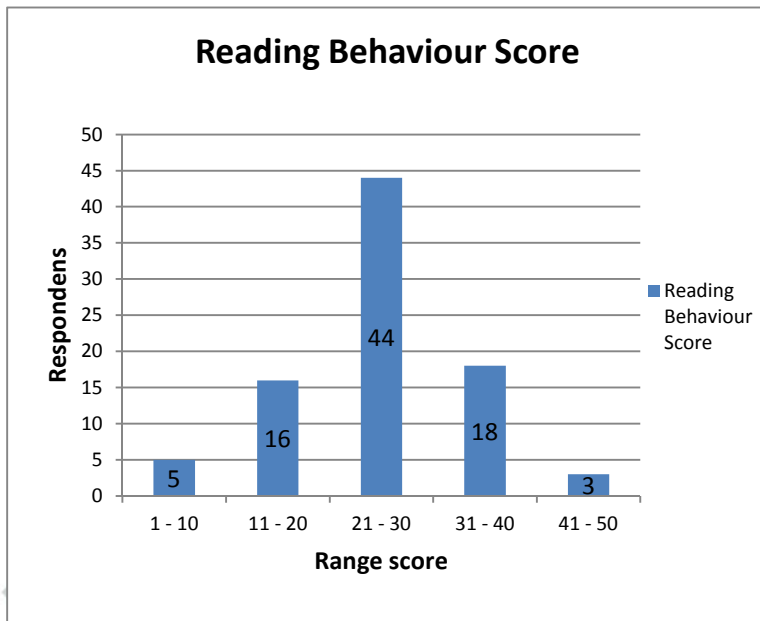
**Diagram 4.1 Students' Range Score of Reading Behaviour (N=86 )**

Based on the diagram 4.1, it was known that the respondens are 86 students. There were 5 students who obtained the reading behaviour score between 1-10, followed by 16 students who obtained the score between 11 and 20. Meanwhile, the majority of the sudents 44 students obtained the scores between 21-30, 18 students obtained the score between 31-40. Futhermore, only 3 students got the score between 41-50. From those descriptive above was known that the lowest score was 7 and the highest score was 44 and 25 as the mean of score. The detail description will be shown as below :

**Table 4.1 Descriptive Statistic of Students Reading Behaviour**

reading behaviour

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 7,00 | 1 | 1,2 | 1,2 | 1,2 |
| | 8,00 | 2 | 2,3 | 2,3 | 3,5 |
| | 9,00 | 1 | 1,2 | 1,2 | 4,7 |
| | 10,00 | 1 | 1,2 | 1,2 | 5,8 |
| | 12,00 | 6 | 7,0 | 7,0 | 12,8 |
| | 13,00 | 1 | 1,2 | 1,2 | 14,0 |
| | 14,00 | 1 | 1,2 | 1,2 | 15,1 |
| | 15,00 | 1 | 1,2 | 1,2 | 16,3 |
| | 18,00 | 4 | 4,7 | 4,7 | 20,9 |
| | 19,00 | 1 | 1,2 | 1,2 | 22,1 |
| | 20,00 | 2 | 2,3 | 2,3 | 24,4 |
| | 21,00 | 2 | 2,3 | 2,3 | 26,7 |
| | 22,00 | 4 | 4,7 | 4,7 | 31,4 |
| | 23,00 | 2 | 2,3 | 2,3 | 33,7 |
| | 24,00 | 7 | 8,1 | 8,1 | 41,9 |
| | 25,00 | 6 | 7,0 | 7,0 | 48,8 |
| | 26,00 | 6 | 7,0 | 7,0 | 55,8 |
| | 27,00 | 5 | 5,8 | 5,8 | 61,6 |
| | 28,00 | 4 | 4,7 | 4,7 | 66,3 |
| | 29,00 | 5 | 5,8 | 5,8 | 72,1 |
| | 30,00 | 3 | 3,5 | 3,5 | 75,6 |
| | 31,00 | 1 | 1,2 | 1,2 | 76,7 |
| | 32,00 | 3 | 3,5 | 3,5 | 80,2 |
| | 33,00 | 1 | 1,2 | 1,2 | 81,4 |
| | 34,00 | 2 | 2,3 | 2,3 | 83,7 |
| | 35,00 | 3 | 3,5 | 3,5 | 87,2 |
| | 36,00 | 2 | 2,3 | 2,3 | 89,5 |
| | 37,00 | 3 | 3,5 | 3,5 | 93,0 |
| | 38,00 | 1 | 1,2 | 1,2 | 94,2 |
| | 40,00 | 2 | 2,3 | 2,3 | 96,5 |
| | 43,00 | 1 | 1,2 | 1,2 | 97,7 |
| | 44,00 | 2 | 2,3 | 2,3 | 100,0 |
| | Total | 86 | 100,0 | 100,0 | |

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| reading behaviour | 86 | 7,00 | 44,00 | 25,3953 | 8,66267 |
| vocabulary depth | 86 | 10,00 | 197,00 | 115,6744 | 46,11200 |
| Valid N (listwise) | 86 | | | | |

Based on the result of this data we know that the minimum score was 7 and maximum score was 44 with the mean 25,39. The Mean, Standart Deviation (SD) and Rank of each item of reading behaviour is shown as below :

**Table 4.2 Mean rank of Students Reading Behaviour**

| Item | M | SD | Rank |
|---|---|---|---|
| Magazines | 1,627906977 | 0,994651 | LOW |
| Neswpaper | 2,0232355814 | 1,105885 | MODERATE |
| Onlline Comic | 2,209302233 | 1,179394 | MODERATE |
| Offline Comic | 1,848837209 | 1,023459 | LOW |
| Online Novel | 2,081395349 | 1,238739 | MODERATE |
| Offline Novel | 2,395348837 | 1,29505 | MODERATE |
| Stories | 2,395349 | 1,220213 | MODERATE |
| Fairy tales | 1,372093 | 0,970706 | LOW |
| Online Forum / Chat | 3,651162791 | 0,731918 | HIGH |
| Study Book | 2,8372093 | 1,146457 | MODERATE |
| Online encyclopeedias | 2,953488372 | 1,072731 | MODERATE |

From in this case, it's known that most of students of Teaching Practice students of UIN Sunan Ampel Surabaya has in the range score 2.1-3.0. So that the researcher assumed that most of students of english teacher training of UIN Sunan Ampel has moderate reading behaviour.

## 2. The result of Vocabulary Depth

The data about students, vocabulary depth were collected through Depth Vocabulary Knowledge test on Thursday 21th February 2019, Friday 22th February 2019, and Wednesday 27th February 2019. In scoring the Depth Vocabulary Knowledge Test, each question they wrote correctly is awarded one point. In this test consisted of 50 question where each question has four correct answers. The result of the students score was shown in table in appendix. Therefore, the students' range scores diagram of their total vocabulary depth in Depth Vocabulary Knowledge test could be drawn into this following chart below :
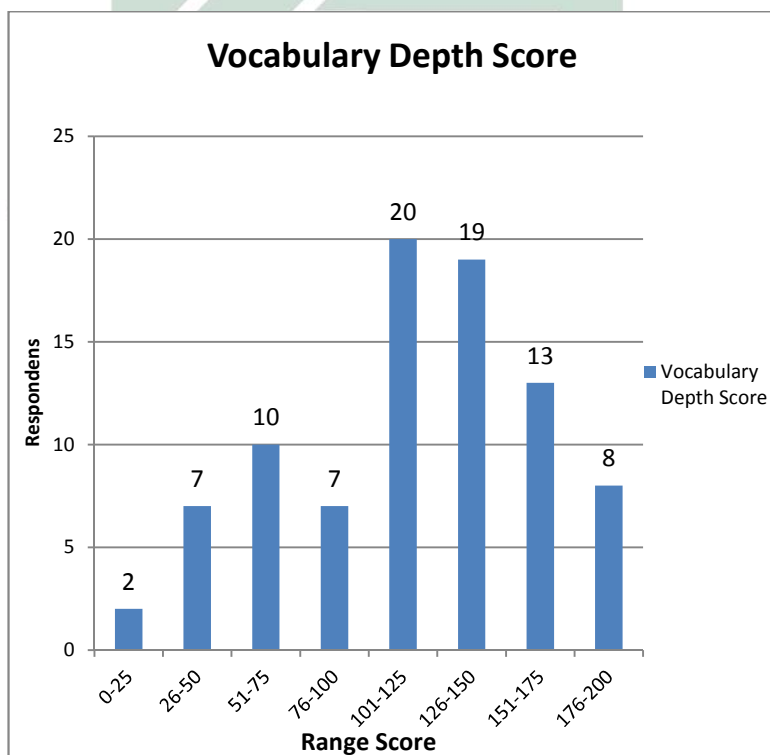


**Diagram 4.2 Students Range Score of Total Vocabulary Depth Knowledge Test (n=86)**

Based on the diagram 4.2, there are 2 students who reached the score between 0 and 25, followed by 7 students who obtained the scores between 26 and 50, 10 students obtained the scores between 51 and 75, 7 students obtained the score between 76 and 100. Meanwhile, most of the students consist of 20 students reached the scores between 101 and 125. Futhermore, 19 students obtained the scores between 126 and 150, 13 students obtained the score between 151 and 175, and 8 students reached the score between 176 and 200. Detail description will be shown as below:

**Table 4.3 Descriptive Statistics of Students Vocabulary Depth**

vocabulary depth

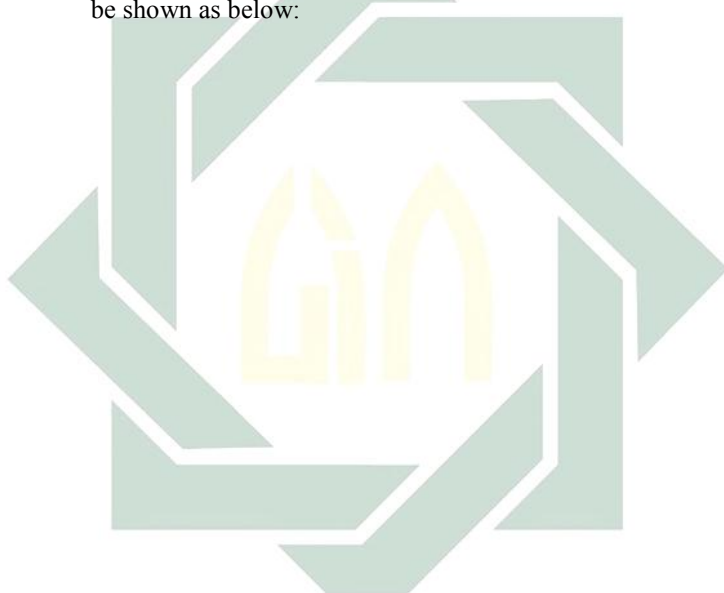| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 10,00 | 1 | 1,2 | 1,2 | 1,2 |
| | 12,00 | 1 | 1,2 | 1,2 | 2,3 |
| | 26,00 | 1 | 1,2 | 1,2 | 3,5 |
| | 34,00 | 1 | 1,2 | 1,2 | 4,7 |
| | 38,00 | 2 | 2,3 | 2,3 | 7,0 |
| | 42,00 | 1 | 1,2 | 1,2 | 8,1 |
| | 44,00 | 1 | 1,2 | 1,2 | 9,3 |
| | 50,00 | 1 | 1,2 | 1,2 | 10,5 |
| | 54,00 | 3 | 3,5 | 3,5 | 14,0 |
| | 56,00 | 1 | 1,2 | 1,2 | 15,1 |
| | 59,00 | 1 | 1,2 | 1,2 | 16,3 |
| | 65,00 | 1 | 1,2 | 1,2 | 17,4 |
| | 66,00 | 1 | 1,2 | 1,2 | 18,6 |
| | 67,00 | 1 | 1,2 | 1,2 | 19,8 |
| | 68,00 | 1 | 1,2 | 1,2 | 20,9 |
| | 73,00 | 1 | 1,2 | 1,2 | 22,1 |
| | 78,00 | 1 | 1,2 | 1,2 | 23,3 |
| | 86,00 | 1 | 1,2 | 1,2 | 24,4 |
| | 89,00 | 1 | 1,2 | 1,2 | 25,6 |
| | 91,00 | 1 | 1,2 | 1,2 | 26,7 |
| | 96,00 | 1 | 1,2 | 1,2 | 27,9 |
| | 99,00 | 2 | 2,3 | 2,3 | 30,2 |
| | 102,00 | 4 | 4,7 | 4,7 | 34,9 |
| | 103,00 | 3 | 3,5 | 3,5 | 38,4 |
| | 105,00 | 2 | 2,3 | 2,3 | 40,7 |
| | 106,00 | 3 | 3,5 | 3,5 | 44,2 |
| | 112,00 | 2 | 2,3 | 2,3 | 46,5 |
| | 116,00 | 1 | 1,2 | 1,2 | 47,7 |
| | 120,00 | 1 | 1,2 | 1,2 | 48,8 |
| | 121,00 | 1 | 1,2 | 1,2 | 50,0 |
| | 122,00 | 1 | 1,2 | 1,2 | 51,2 |
| | 123,00 | 2 | 2,3 | 2,3 | 53,5 |
| | 128,00 | 2 | 2,3 | 2,3 | 55,8 |
| | 131,00 | 1 | 1,2 | 1,2 | 57,0 |
| | 132,00 | 7 | 8,1 | 8,1 | 65,1 |
| | 134,00 | 2 | 2,3 | 2,3 | 67,4 |
| | 140,00 | 1 | 1,2 | 1,2 | 68,6 |
| | 143,00 | 2 | 2,3 | 2,3 | 70,9 |
| | 145,00 | 2 | 2,3 | 2,3 | 73,3 |
| | 146,00 | 1 | 1,2 | 1,2 | 74,4 |
| | 150,00 | 1 | 1,2 | 1,2 | 75,6 |
| | 153,00 | 1 | 1,2 | 1,2 | 76,7 |
| | 154,00 | 3 | 3,5 | 3,5 | 80,2 |
| | 157,00 | 2 | 2,3 | 2,3 | 82,6 |
| | 160,00 | 1 | 1,2 | 1,2 | 83,7 |
| | 163,00 | 2 | 2,3 | 2,3 | 86,0 |
| | 165,00 | 1 | 1,2 | 1,2 | 87,2 |
| | 167,00 | 1 | 1,2 | 1,2 | 88,4 |
| | 174,00 | 1 | 1,2 | 1,2 | 89,5 |
| | 175,00 | 1 | 1,2 | 1,2 | 90,7 |
| | 184,00 | 1 | 1,2 | 1,2 | 91,9 |
| | 186,00 | 1 | 1,2 | 1,2 | 93,0 |
| | 187,00 | 1 | 1,2 | 1,2 | 94,2 |
| | 188,00 | 1 | 1,2 | 1,2 | 95,3 |
| | 192,00 | 1 | 1,2 | 1,2 | 96,5 |
| | 193,00 | 2 | 2,3 | 2,3 | 98,8 |
| | 197,00 | 1 | 1,2 | 1,2 | 100,0 |
| | Total | 86 | 100,0 | 100,0 | |

**Descriptive Statistics**

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| vocabulary depth | 86 | 10,00 | 197,00 | 115,6744 | 46,11200 |
| Valid N (listwise) | 86 | | | | |

Based on the result of this data we know that the minimum score was 10 and maximum score was 197 with the mean 115,6744. The Mean, Standart Deviation (SD), and Rank of each question subscale is described as follow:

**Table 4.4 Mean Rank of Students Vocabulary Depth**

| Item | M | SD | Rank |
|---|---|---|---|
| 1 | 2,418605 | 1,21234 | MODERATE |
| 2 | 2,302326 | 1,117453 | MODERATE |
| 3 | 2,197674 | 1,156259 | MODERATE |
| 4 | 2,406977 | 1,099496 | MODERATE |
| 5 | 2,453488 | 1,144367 | MODERATE |
| 6 | 2,372093 | 1,138074 | MODERATE |
| 7 | 2,430233 | 1,203336 | MODERATE |
| 8 | 2,255814 | 1,219316 | MODERATE |
| 9 | 2,290698 | 1,196724 | MODERATE |
| 10 | 2,372093 | 1,148365 | MODERATE |
| 11 | 2,127907 | 1,1762 | MODERATE |
| 12 | 2,174419 | 1,209685 | MODERATE |
| 13 | 2,197674 | 1,253886 | MODERATE |
| 14 | 2,348837 | 1,185872 | MODERATE |
| 15 | 2,348837 | 1,262746 | MODERATE |
| 16 | 2,27907 | 1,204415 | MODERATE |
| 17 | 2,5 | 1,175735 | MODERATE |
| 18 | 2,383721 | 1,219147 | MODERATE |
| 19 | 2,360465 | 1,273372 | MODERATE |
| 20 | 2,27907 | 1,307455 | MODERATE |
| 21 | 2,116279 | 1,259492 | MODERATE |
| 22 | 2,360465 | 1,300794 | MODERATE |
| 23 | 2,395349 | 1,285934 | MODERATE |
| 24 | 2,255814 | 1,26664 | MODERATE |
| 25 | 2,267442 | 1,211945 | MODERATE |

| 26 | 2,302326 | 1,246829 | MODERATE |
|----|----------|----------|----------|
| 27 | 2,232558 | 1,271168 | MODERATE |
| 28 | 2,313953 | 1,294892 | MODERATE |
| 29 | 2,325581 | 1,259709 | MODERATE |
| 30 | 2,337209 | 1,279802 | MODERATE |
| 31 | 2,267442 | 1,240725 | MODERATE |
| 32 | 2,209302 | 1,247268 | MODERATE |
| 33 | 2,44186 | 1,223348 | MODERATE |
| 34 | 2,232558 | 1,1238 | MODERATE |
| 35 | 2,244186 | 1,157442 | MODERATE |
| 36 | 2,232558 | 1,224019 | MODERATE |
| 37 | 2,22093 | 1,131383 | MODERATE |
| 38 | 2,27907 | 1,242873 | MODERATE |
| 39 | 2,313953 | 1,140295 | MODERATE |
| 40 | 2,302326 | 1,208497 | MODERATE |
| 41 | 2,255814 | 1,129144 | MODERATE |
| 42 | 2,395349 | 1,190937 | MODERATE |
| 43 | 2,360465 | 1,216676 | MODERATE |
| 44 | 2,325581 | 1,202369 | MODERATE |
| 45 | 2,186047 | 1,132531 | MODERATE |
| 46 | 2,27907 | 1,154543 | MODERATE |
| 47 | 2,197674 | 1,186391 | MODERATE |
| 48 | 2,744186 | 1,18009 | MODERATE |
| 49 | 2,267442 | 1,172473 | MODERATE |
| 50 | 2,418605 | 1,332535 | MODERATE |

From the table above, It's known that most of students of Teaching Practice students of UIN Sunan Ampel Surabaya has mean score in the range score 2.1 – 3.0. So that the researcher assumed that most of students of english teacher training of UIN Sunan Ampel has moderate vocabulary depth

3. **Test of Normality**

Before it was decide to use parametic statistic to calculate the correlation, it should be tested by the normality test. Therefore, it has been tested for the normality and here is the result :

**Table 4.5 Normality Test**
**Tests of Normality**

|  | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|
|  | Statistic | Df | Sig. | Statistic | Df | Sig. |
| Reading Behaviour | ,099 | 86 | ,037 | ,977 | 86 | ,137 |
| Vocabulary Depth | ,081 | 86 | ,200[*] | ,974 | 86 | ,077 |

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk because it is more appropriate for small samples. It can be seen that data was normally distributed, because sig value of reading behaviour is 0.137 and sig of vocabulary depth is 0.077 and it is bigger than value 0f 0.05, it means $0.137 > 0.050$ and $0.077 > 0.050$. so, we can conclude that reading behaviour and vocabulary depth was normally distributed.

**4. Test of Reability**

Before decided to use the instrument, it should be tested to know whether the instrument was reliable or not. Conducting the result the writer used Jonathan Sarwono theory to check, if the Guttman Split-Half score more than 0,80 means that the instrument was reliable and if the Guttman Split-Half score under 0,80 it means that the instrument is not reliabe.[39] Therefore, it has been tested by reability test and the result is below.

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[39] Jonathan Sarwono : (2015:249)

**Table 4.6 Reability of Reading Behaviour**

**Reliability Statistics**

| Cronbach's Alpha | Part 1 | Value | ,887 |
|---|---|---|---|
| | | N of Items | 6[a] |
| | Part 2 | Value | ,784 |
| | | N of Items | 5[b] |
| | Total N of Items | | 11 |
| Correlation Between Forms | | | ,723 |
| Spearman-Brown Coefficient | Equal Length | | ,839 |
| | Unequal Length | | ,840 |
| Guttman Split-Half Coefficient | | | ,808 |

a. The items are: x1, x2, x3, x4, x5, x6.

b. The items are: x6, x7, x8, x9, x10, x11.

Dealing with the table above we can know that the Guttman Split-Half Coefficient is 0,808 and its more than 0,80, it means that the instrument of reading behaviour is reliable.

**Table 4.7 Reability of Vocabulary Depth**

**Reliability Statistics**

| Cronbach's Alpha | Part 1 | Value | ,976 |
|---|---|---|---|
| | | N of Items | 25[a] |
| | Part 2 | Value | ,971 |
| | | N of Items | 25[b] |
| | Total N of Items | | 50 |
| Correlation Between Forms | | | ,895 |
| Spearman-Brown Coefficient | Equal Length | | ,945 |
| | Unequal Length | | ,945 |
| Guttman Split-Half Coefficient | | | ,944 |

a. The items are: y1, y2, y3, y4, y5, y6, y7, y8, y9, y10, y11, y12, y13, y14, y15, y16, y17, y18, y19, y20, y21, y22, y23, y24, y25.

b. The items are: y26, y27, y28, y29, y30, y31, y32, y33, y34, y35, y36, y37, y38, y39, y40, y41, y42, y43, y44, y45, y46, y47, y48, y49, y50.

Based on the table above shown that the Guttman Spliit-Half Coefficient is 0,944 where it more than 0,80 which means that the insturment of vocabulary depth is reliable.

## 5. Correlation Coefficient

In order to find out the correlation between the students reading behaviour and students vocabulary depth, the questionnaire score and vocabulary depth test score were calculated by using Person Product Moment correlation statistical procedure. Based on the data analysis technique in Chapter III, the researcher used SPSS 20.0 as the application to know the correlation between students' reading behaviour and students' vocabulary depth. For the result of the correlation between reading behaviour and vocabulary depth, the researcher showed the details of the calculation of the correlation for each variable. The correlation is presented in this following table:

**Table 4.8 The Correlation between Students' Reading Behaviour and Students' Vocabulary Depth.**

**Correlations**

|  |  | Reading Behaviour | Vocabulary Depth |
|---|---|---|---|
| Reading Behaviour | Pearson Correlation | 1 | ,868** |
|  | Sig. (2-tailed) |  | ,000 |
|  | N | 86 | 86 |
| Vocabulary Depth | Pearson Correlation | ,868** | 1 |
|  | Sig. (2-tailed) | ,000 |  |
|  | N | 86 | 86 |

**. Correlation is significant at the 0.01 level (2-tailed).

The table 4.8 shows the result of SPSS analysis of Pearson Correlation coeffient between the score of the correlation between students' reading behaviour and students' vocabulary depth test among 86 students. The pearson analysis showed the correlation = 0.868 and Sig. (2-tailed) = 0.000. It means that the variable have highly positive correlation between students

reading behaviour and students vocabulary depth. Consequently, there was a very significant correlation between students' reading behaviour and students' vocabulary depth and the correlation was very strong.

## 6. Hypothesis Testing

The hypothesis testing could be done by comparing the significance level (writen by Sig. In SPSS) and the margin if error (0.05). If the significance level was higher than 0.05 (>0.05), then the $H_0$ (null hypothesis) is accepted and Ha (alternative hypothesis) is rejected, which means there was no correlation betwen reading behaviour and vocabulary depth. But, if the significance level is lower than 0.05 (<0.05), then the Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is aaccepted, which means there was correlations betwen reading behaviour and vocabulary depth.

The correlation analysis on table 4.8 above showed that the significance level is 0.000, it means the significance was lower than 0.05 (0.000 < 0.05). Therefore, $H_0$ is rejected and Ha is accepted, thus it could be concluded that there is a correlation between students' reading behaviour and students' vocabulary depth.

## B. Discussion

The discussion of this study is presented based on the result of findings and also discussed the review related theory and analysis of the data to clarify the findings. The researcher focused on the relationship between students' reading behaviour and students' vocabulary depth of students' teaching practice class at UIN Sunan Ampel Surabaya.

The result of the Students' Reading Behaviour and Students' Vocabulary Depth recognition shown in this following :

## 1. Students' Reading Behaviour

The discussion of this study is presented based on the result of findings. The researcher found in the questionnaire reslt that many students of English Education Department were dominantly has moderate reading behaviour. Mostly the students were studied english since they were in Junior High School which means it was 9 years ago. Eventhougt they have been studied about English

more than 9 years they still have some difficulties in learning english because they have low vocabulary.

Moreover, every students has different style in reading a text book. They have they own strategy in reading. Fairy tail, novel, comic, newspaper, magazine, stories and so on are the exmples of some text that can be read by the students. According to Krashen and Pressley, the activity of reading is useful for increasing vocabulary knowledge, improving writing styles and spelling.

The result of the students' Reading Behaviour based on the finding in diagram 4.1 shown that most of students in teaching training class has a score around 21-30. This range score has gotten from the theory of Maximilim Pfost Dofler where 1 point for the students who answered almost never or never, several times a year, 2 point for the students who answered several times a month, 3 point for students who answered several times a week, and 4 point for the students who answered several times a day. While the materials used was 12 materials those were magazines, newspaper, online comic, offline comic, online novel, offline novel, stories, fairy tales, legend, online forum or chat, study book and online encyclopedias. It can be concluded that students of English Education Department students of UIN Sunan Ampel Surabaya ini the Teaching Practice Class have moderate interest in reading a text. Therefore they read in their spare time because they fell that reading is important to fill an asignment that they got from their teacher. Petel and Jain said that reading is not only the source of pleasure and information but also the source of someone's knowledge who wants to write someting about the issue, story, book and so on.[40]

Based on the table 4.2 the result score of students' reading behaviour of teacher training department students are mostly got a half from the total score. In fact, even they aware that reading is one of improtant skills they still read some text related to English Language for several times only. It shows from the result score of the students who are in a moderate score. After knowing the result

[40] Petel & Jain M.F.(2008). *English Language Teaching*. Jaipur: Sunrise Publisher and Distributors.

score of the students reading behaviour the researche assumed that most of students have a moderate behaviour in reading.

2.  **Students' Vocabulary Depth Test**

    In this part, the vocabulary score was obtained from the vocabulary test that the reseacrher used based on Nasser Rasidhi journal. The test consist of 50 question and each question consist of 4 aspect to choose. The findings shows the total score of studehts vocabulary, the highest is 197 and the lowest is 56. Based on the finding result of data test of Depth Vocabulary Knowledge Test that was the researcher obtained from the students to know how much words recognized by the students. The result of the students score shown in a table 4.4 in appendix.

    Other discussion, based on the diagram 4.2 20 students answered around 101-125 and 19 students got a score around 126-150. From those table we can found that 26 students got score under 100 and 60 stduents got score above 100. By having a large vocabulary,  communication will be easyly and lively. In brief, recognizing much of vocabulary and words has many adventages for the students as mention before. This is why vocabulary can not be separated in learning language or acquiring a language.

    Therefore, based on the finding result the vocabulry depth test usually means testing how a big learners' vocabulary is and how well they knows a word. DVK used to measure the depth of vocabulary depends on the the researcher takes a devepmental approach to vocabulary learning proccess.

3.  **The Correlation between Reading Behaviour and students Vocaculary Depth**

    To expose the correlation between students' reading behaviour and students' vocabulary depth, Pearson Correlation Product Moment were conducted using SPSS version 20.0. The result of the correlation between students reading behaviour and students vocabulary depth in table 4.8 shown that has significance (Sign. =0.000) and Pearson Correlation = 0.868. It means that between Reading behaviour and vocabulary depth has been correlated each other and degree of correlation was very strong. The type of students' reading behaviour has a positive

correlation with students' vocabulary depth. The result affirmed theory correlation Pearson Product Moment that if significance correlation <0.05 it has a correlation between two variable. The details of the theory correlation coefficient was explained the degree correlation number is 0-0.199 is very weak; 0.20-0.399 is weak; 0.40-0.599 is moderate; 0.60-0.700 is strong; and 0.80-1.0 is very strong. Mark belnaves and Peter Caputi states that the magnitude of the correlation coefficient indicates the strength of the relationship between the variables.[41]

This research has the same result of the range position of the correlation with the previous result. In the previous study the correlation between students reading behaviour with reading comprehension by Maximiliam Pfost entitled *Students' extracurricular Reading Behaviour and The Development of Vocabulary and Reading Comprehention"*, a significant correlation was found that 0.805 which means they have strong correlation between two variables. It was because most of students are doing an additional class out of school, so it makes the result of the test is higher. He conclude that was readng outside school matters for the development of reading comprehension and although to a lesser degree for vocabulary. The other previous research that investigated by Md kamrullah Hasan and Ahmad Affendi Shabdin in their reseach with the title *The Correlation and Contributing od Depth of Vocabulary Knowledge to Reading Success of EFL Banglaadesh Tertiary Students* , the result shown that there was a significance and strong correlation between the newly analytic adapted analytic realtions aspect of depth of vocabulary knowledge and academic reading success. Another previous research conducted by Davoud Abedi with the title *The Relationship between Depth of Vocabulary Knowledge and Reading Comprehension of Iranian EFL Learners,* the result shown that there was a strong positive relationship between depth of vocabulary and reading comprehension skill. From this result we can conclude that reading behaviour have important effect to the students vocabulary depth. According to Krashen that reading activity is

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[41] Mark Balnaves and Peter Caputi, *Introduction to Quantitave Research Methods: An Investigate Approach* (London: Sage, 2007), p.156.

useful for increasing vocabulary knowledge, improving writing styles and spelling skills. Futher, another researcher emphasizes these important skills are required in reading activity, such as letter word recognition, grapheme and phonemere correspondence,semantic knowledge, syntacti understanding and comprehension and interpretation. Petel and Jain in their research also argue that the more people read, the more they get information from it not only the source of pleasure but also the source of someone's knowledge.

The finding result of this research shows that the students in English Teacher Education Department students are having moderate bahaviour in reading a text. Most of students have a moderate frequency in reading. The students also didn't pay attention alot in reading among their spare time. While the correlation of both are very strong.
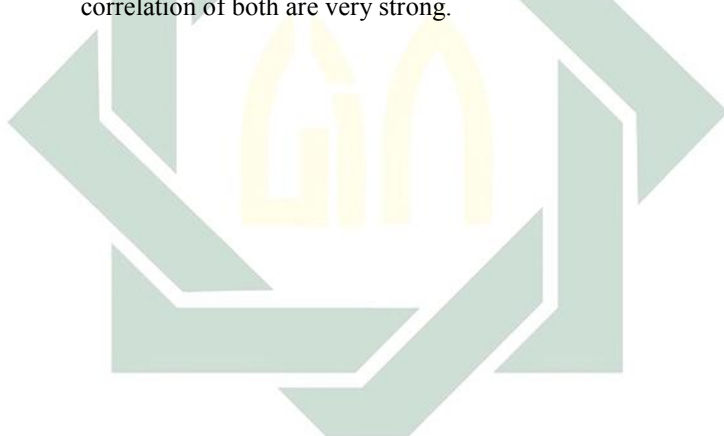
# CHAPTER V
## CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and the sugesstion for students, lecturers and future researcher. The result of the finding and discussion could be concluded as the following representation.

### A. Conclusion

From the data that showed in finding, The result of the students questionnaire shows that most of students are having moderate reading behaviour. Meanwhile most of them have the same range score with their vocabulary depth, which means the students who has a big score of reading behaviour has the same score of their depth of vocabulary. The result of the vocabulary depth also gotten from the test of Depth Vocabulary Depth Knowledge (DVK) test.

The Pearson Product Moment Correlation shows that Pearson corrrelation was 0.000 and Sig (2-tailed) was 0.868. It means that the variable has positif correlation. Between students' reading behaviour and students' vocabulary depth found that they have very strong correlation. This analysis showed that the depth of students vocabulary could be affected by the time spent that they used to read.

### B. Suggestion

Based on the findings and conclusion of this study, the following suggestions are made.

1. For the students

   The students in the sixth semester who are the teacher trainning students should impro ving their reading behaviour and analyse the word that they didn't know from the text that they read, so they could give much more information with new word to the students that they could be taught when they have a practice in the school.

2. For the Lecture

   Based on the result of the data that the reseacher's found, there was big relation between students reading behaviour and students vocabulary depth. The leactures might encouradge the students to read more in their spare time specially in english language to improve their understanding a word so that their vocabulary can be deeper.

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3. For futher Researcher

This present study is caried out to identify the correlation between reading behaviour and the depth of vocabulary.the researcher only examined the vocabulary in one dimension that is the depth of vocabulary. Other dimension of vocabulary knowledge such as vocabulary size and vocabulary master or reading comprehension could be a reference for other researcher with other measurement.
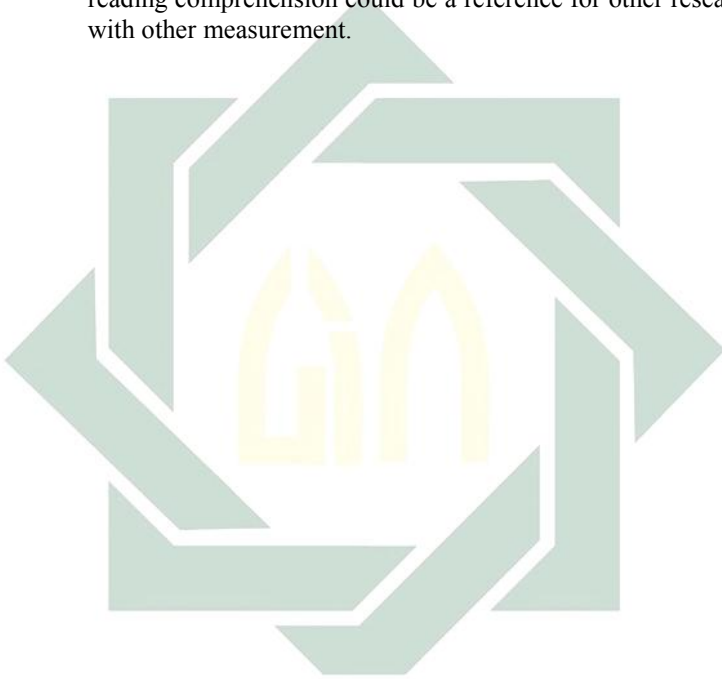
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