

A THESIS

**THE CORRELATION BETWEEN THE STUDENTS' READING
HABITS BY ONLINE MEDIA AND THE STUDENTS'
VOCABULARY MASTERY AT THE FOURTH
SEMESTER OF ENGLISH PROGRAM
OF IAIN PAREPARE**



BY

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PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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Submitted to the English Program of Tarbiyah Faculty of State Islamic
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Stated this thesis was her own writing and if it can be proved that is copied, duplicated or complied by other people, this thesis and degree that has been gotten would be postponed.

Parepare, July 20th 2023

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ABSTRACT

Nurfadillah. *The Correlation between Reading Habits by Online Media and the Students' Vocabulary Mastery at the Fourth Semester of the English Education of IAIN Parepare* (Supervised by Abd. Haris Sunubi and Mujahidah).

Reading habits are one of the individual activities related to motivation and curiosity about something or information that is needed and useful that comes from each individual. The purpose of this study was to determine the correlation between students' reading habits by online media and students' vocabulary mastery at the fourth semester of English Program of IAIN Parepare.

This research is a correlation study with a quantitative research design, in this study researchers used questionnaires and multiple choice tests. The population of this research is fourth semester students. with a sample of 30 respondents in this study using the random sampling technique. The data collection techniques for reading habits using questionnaires and data collection techniques for vocabulary mastery using multiple choice tests, and data analysis techniques by using product-moment correlation.

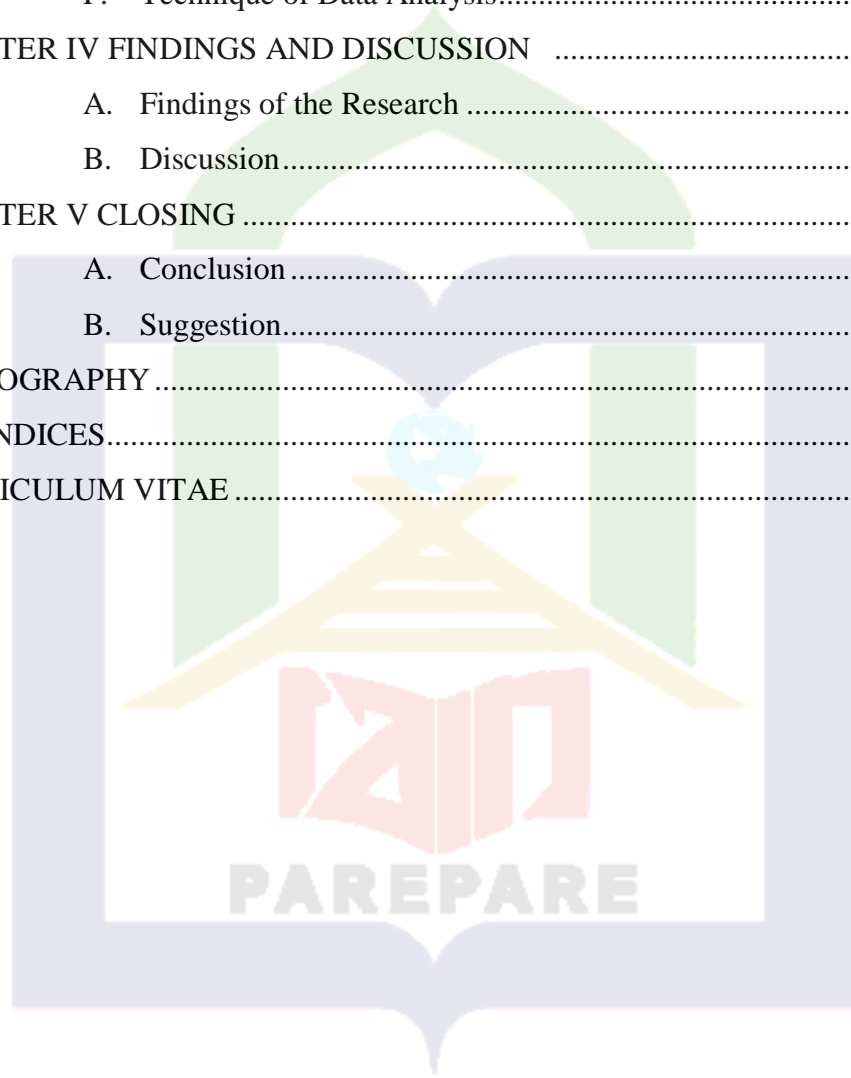
The findings show that the students reading habits by online media at the fourth semester was in the high category, there were 30 students. The level of reading habit is indicated by the calculation results that students are in the high category with the average value is 82% .The average vocabulary mastery of the vocabulary test is 74%. For the variable reading habits by online media has signifikan correlation with the vocabulary mastery variable where the $r_{count} 0.617 > r_{table} 0.361$.

Keywords : Reading Habits, Online Media, Vocabulary Mastery

TABLE OF CONTENT

| | Page |
|--|------|
| COVER | i |
| PAGE OF TITLE | ii |
| ENDORSEMENT OF CONSULTANT COMMISSIONS | iii |
| ENDORSEMENT OF EXAMINER COMMISSIONS | iv |
| ACKNOWLEDGEMENTS | v |
| DECLARATION OF THE RESEARCH AUTHENTICITY | vii |
| ABSTRACT | viii |
| TABLE OF CONTENTS | ix |
| LIST OF TABLES | xi |
| LIST OF FIGURES | xii |
| CHAPTER I INTRODUCTION | 1 |
| A. Background | 1 |
| B. Research Question | 4 |
| C. The Objective of the Research | 5 |
| D. Significance of the Research | 5 |
| CHAPTER II REVIEW RELATED LITERATURE | 6 |
| A. Previous Research Finding | 6 |
| B. Some Pertinent Ideas | 8 |
| 1. The Concept of Reading Habits | 8 |
| 2. The Concept of Online Media | 16 |
| 3. The Concept of Vocabulary Mastery | 22 |
| C. Conceptual Framework | 31 |
| D. The Hypothesis | 32 |
| CHAPTER III METHODOLOGY OF THE RESEARCH | 33 |
| A. Research Design | 33 |

| | |
|--|-----|
| B. Location and Time | 33 |
| C. Population and Sample | 33 |
| D. Procedure of Collecting Data..... | 35 |
| E. Instrument of Research | 36 |
| F. Technique of Data Analysis..... | 43 |
| CHAPTER IV FINDINGS AND DISCUSSION | 47 |
| A. Findings of the Research | 47 |
| B. Discussion..... | 60 |
| CHAPTER V CLOSING | 65 |
| A. Conclusion | 65 |
| B. Suggestion..... | 65 |
| BIBLIOGRAPHY | I |
| APPENDICES..... | IV |
| CURRICULUM VITAE | XXV |



LIST OF FIGURES

| Number of Figures | Titles Of Figures | Pages |
|--------------------------|--------------------------|--------------|
| Figure 2.1 | Framework | 31 |

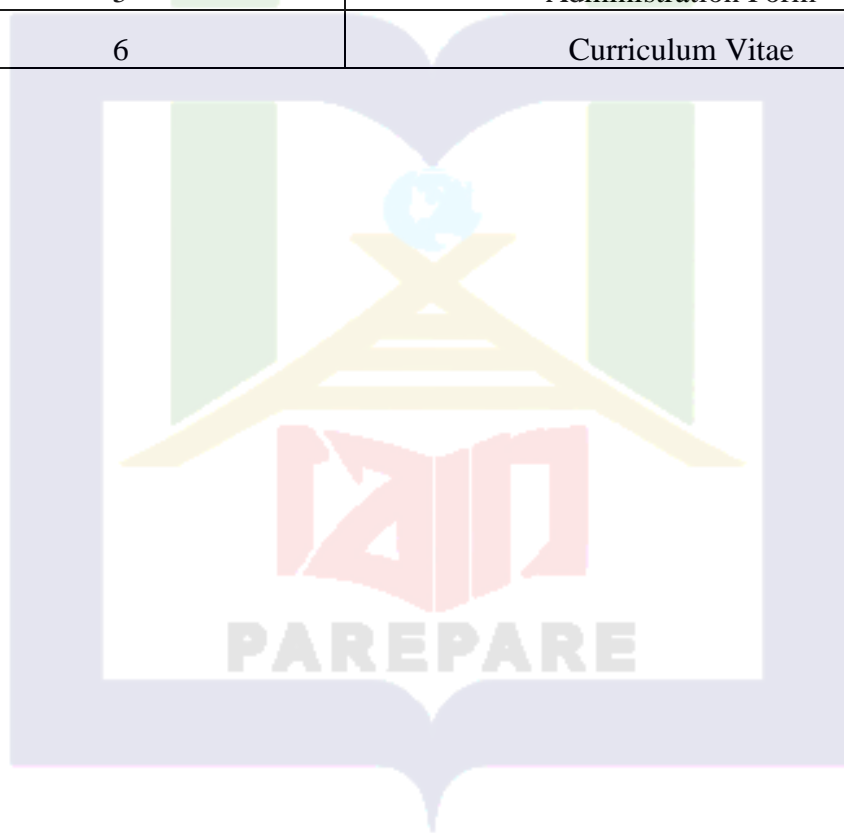


LIST OF TABLES

| Number of Tables | Title of Tables | Pages |
|------------------|---|-------|
| 3.1 | Research design | 33 |
| 3.2 | Number of populasi | 34 |
| 3.3 | Indicator of reading habits questioner | 36 |
| 3.4 | Validity result of english reading habits by online media | 38 |
| 3.5 | Validity result of english vocabulary test | 39 |
| 3.6 | Level of reliability | 41 |
| 3.7 | Reliability students of english reading habits | 42 |
| 3.8 | Reliability students of vocabulary mastery | 42 |
| 3.9 | Category of english reading habits by online media | 44 |
| 4.1 | Likert scale | 47 |
| 4.2 | results of descriptive analysis of reading habits | 48 |
| 4.3 | The result of reading habits habits questioner | 48 |
| 4.4 | Table frequency distribution of reading habits | 50 |
| 4.5 | Score of reading habits in online media | 51 |
| 4.6 | Reasult of vocabulary mastery test score | 51 |
| 4.7 | The mean of vocabulary mastery | 53 |
| 4.8 | Distribution of vocabulary mastery test score | 53 |
| 4.9 | Normality test | 54 |
| 4.10 | Linearity test | 54 |
| 4.11 | Score reading habits by online media and the vocabulary mastery | 58 |
| 4.12 | Correlation | 58 |
| 4.13 | Cofficiant correlation interpretation | 59 |
| 4.14 | Summary test | 59 |

LIST OF APENDICES

| Number of Appendices | Title of Appendices |
|-----------------------------|---|
| 1 | Instrument of the Questionnaire |
| 2 | Instrument of the Vocabulary Test |
| 3 | The accumulation of Questionnaire |
| 4 | The Accumulation of Vocabulary Mastery Test |
| 5 | Administration Form |
| 6 | Curriculum Vitae |



CHAPTER I

INTRODUCTION

A. Background

Humans use language as a means of communication. By using language, they can express their experiences and ideas to others, both in spoken and written form. Currently English is an international language, both formal and informal, in various circles of society in various countries English is increasingly popular among other languages in the world. With this increasing popularity, English has influenced many important aspects of people's lives. There are basically four skills in language learning. These four skills can be divided into two groups, one is called receptive skills and the other is called productive skills. Receptive skills include listening and reading, while productive skills include speaking and writing.

Reading is part of students' daily activities. Reading activities are inseparable from the learning process of students in class. students will face various activities related to the learning process, such as discussions, doing assignments, tests, etc. Important information for students in the activity. This information will help students solve problems in these learning activities. With this activity students are expected to be able to add information or knowledge on their own. Reading is one way to get information or to deepen one's knowledge. Reading is an important human activity to get information from textbooks that can help students understand or solve problems they find in educational materials.¹ Reading is considered a habit if it is done repeatedly. It can further be said that habit is behavior that is fixed, stable, frequent

¹ Ika Lisna Hidayanti, "A Study on Students' Reading Habit at State Senior High School 6 Pekanbaru" (2020).

and difficult to stop. So, the habit of reading is having the desire to read by reading repeatedly so that it becomes the core of students' daily activities. Reading habits refer to the frequency of reading and the average time spent reading. By reading books, a person gains knowledge that can broaden knowledge.

In improving language skills, enriching vocabulary is something students must do. Vocabulary is defined as the main key of conversation in English. An aspect of language and the most important part of language as a means of communication. It was explained that vocabulary is important because it is the most important skill that must be mastered by students. On the other hand, vocabulary mastery plays a major role in determining the success of foreign language learning. Without having sufficient vocabulary, a foreign language learner will have difficulty understanding a language and expressing his ideas. Dealing with reading habits, students will often find many new words in reading material.²

In this modern era, many technologies are developing rapidly. At the current level of education, reading skills must be mastered by students. With reading students can gain more knowledge and get various knowledge through books. Reading is a lot of activity benefit for us. The cellphones that we always hold today can also provide various information even faster than we read a book. At this time, it is undeniable that students, even the community lately more fond of reading online media and watching television rather than reading a book or newspaper. In addition, online media can offer a variety of interesting impressions thus capturing the attention of the print

² Husnaini, "The Correlation between Students' Habit in Reading English End Vocabulary Achievement in SMA UNISMUH Makassar," *Journal of Language Testing and Assessment* Vol. 1. No (2021).

media. The presence of the media online is indeed very helpful and accelerates the community to get various information.

Especially in this era of development, we know the development of technology and communication, especially those related to online media by utilizing the internet. There are many ways to increase someone's knowledge, especially in the field of education. With the development of an increasingly sophisticated era, of course, the features offered by the internet are also very diverse and will definitely attract the attention of millennials who prefer something easy to do. one of them is by reading information related to education in online media. This internet can be used by someone to increase one's reading knowledge in increasing vocabulary by reading can be done anywhere and anytime.³

Everyone tends to prefer something that is simple and that doesn't make a headache in activities or learning, limited time and access to reading materials if they read in the library or read through books that make them carry books and read them in certain places, which makes students have to develop literacy reading habits English. Learning to use online media requires students to improve their learning independence, especially reading habits and vocabulary mastery. Learning from online media can increase vocabulary, and motivate students when learning. Related to this fact, there are some students who still have difficulty understanding some of the vocabulary they have learned, sometimes they even forget what a word means. Students are currently reluctant to memorize some important vocabulary and only remember vocabulary that is often used in everyday life, this causes difficulties in

³ Devi Purwantari, "Korelasi antara Kebiasaan Membaca Teks Ilmu Pengetahuan di Media Online dan Buku Pelajaran dengan Kemampuan Membaca Pemahaman Siswa Kelas X SMAN 1 TURI" (2018).

learning English. However, books and online media cannot be separated because not all students are interested in reading online media. However, from a survey conducted, many students rely on online media as a means of finding information. when reading find words they don't know, they rely on online dictionaries and access blog where the blog it self is part of online media that can be accessed to obtain information related to education such as journals, and learning materials. Learning media through blogs has many advantages. For example,students can learn more complete material, in a longer time, and of course more pleasant atmosphere, and Personal blogs or websites can store materials or teaching materials that are relevant to our field . especially now that there are many educational blogs that can add insight that can be read at any time and according to the wishes of students who can add to their vocabulary.

Based on the explanation above, the researcher intends to conduct a study with the title "The Correlation between the Students' Reading Habits by Online Media and the Students' Vocabulary Mastery at Fourth Semester of English Program of IAIN Parepare".

B. Research Question

Considering the background above, the focus of this study is to answer the problem or question asked by research. The formulation of the problem in this study "Is There any Correlation between the Students' Reading Habits by Online Media and the Students' Vocabulary Mastery at the Fourth Semester of English Program of IAIN Parepare?"

C. Objective of the Research

Referring to the research questions above, the research objectives are “to find out the correlation between the students’ reading habits by online media and the students’ vocabulary mastery at the fourth semester of english program of IAIN Parepare”

D. Significance of the Research

The result of this study is expected to be able to provide the following benefits:

1. For Students

By this research, students can discover the benefits of online media, especially by reading positive things in online media to add to their vocabulary.

2. For Teachers

By this research, Teachers can see the benefits of online media by providing readings that can attract students' attention to read them to expand their vocabulary.

3. For Another

The results of this study will provide benefits and an overview that can be used as a reference for other researchers to conduct relevant similar research.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Research Finding

There are many researchers finding which are related to this research, below are some of previous research findings which related to this research. Nana Lusiana in the research about “The reading habit, vocabulary mastery and reading comprehension of secondary school students of Patra mandiri”. The results of this study also showed that reading habits and vocabulary mastery contributed (18.1%) to students' reading comprehension. In conclusion, there is a significant relationship between reading habits, vocabulary mastery, and reading comprehension of Patra Mandiri high school students.⁴

The next study with title “The correlations between vocabulary mastery, Reading habits and the students' writing ability” written by Erma Yulistiani, S Supriyono, A Wicaksono, and T Hastomo. The purpose of this study was to determine the relationship between vocabulary mastery and reading habits with writing skills. Data collection techniques in this study were test and non-test techniques and data analysis using statistical analysis. The results of this study are: 1) There is a positive and significant relationship between vocabulary mastery and students' writing ability. 2) There is a positive and significant relationship between reading habits and students' writing abilities. 3) There is a positive and significant relationship between vocabulary mastery and reading habits with students' writing abilities. These results provide

⁴ Nana Lusianah, “Reading Habit, Vocabulary Mastery and Reading Comprehension of Secondary School Students of Patra Mandiri,” *The Journal of English Literacy Education (The Teaching and Learning of English as A Foreign Language* 4, no. 2 (2017): 132–46.

information that tvariables of vocabulary mastery and reading habits have a significant effect on writing ability⁵

Nur Rifai Laila research on “Correlation between English Reading habits and vocabulary mastery at eleventh graders of SMAN I Palangkaraya” The technique of data analysis used the Pearson product-moment. The research findings showed that: (1) English reading habit among eleventh graders of SMAN 1 Palangka Raya is in the fair category. (2) The students’ mastery of vocabulary is in a good category (3) There is a positive correlation in the low category between English reading habit and vocabulary mastery among eleventh graders of SMAN 1 Palangka Raya. The finding of this research, there is a positive correlation in the low category between English reading habits and vocabulary mastery⁶

Rofiq Norman Haryadi in his research on “the influence of reading habits on the ability to speak English at SMA Negeri 99 Jakarta”, using a survey research methodIn this study, using the survey method, the researcher wanted to find out whether there was a significant effect between reading habits on the speaking ability of SMA Negeri 99 Jakarta students⁷

⁵ Erma Yulistiani, Supriyono, Andri Wicaksono Tomi Hastomo , “The Correlation between Vocabulary Mastery, Reading Habits, and the Students’ Writing Ability,” *International Journal of Language, Humanities, and Education* 3, no. 1 (2020): 69–76.

⁶ Nur Rifal Laili, “Correlation between English Reading Habit and Vocabulary Mastery at Eleventh Graders of SMAN 1 Palangka Raya,” 2018.

⁷ Rofiq Noorman Haryadi, “Kemampuan Berbicara Bahasa Inggris SMA Negeri 99 Jakarta,” *Jurnal Bina Mandiri* 1, no. 02 (2020)

B. Some Pertinent Ideas

1. The Concept of Reading Habits

a. Definition about reading habits

Every student who has experienced post-learning in the process of life, students tend to do habits that are different and seem to have changed from before according to Thorndika in Gagne “Laws of exerceaise and effect” this theory if someone does something repeatedly it will improve that person's performance habits is something that is done repeatedly and in different times and in different places, which over time is permanent⁸. Habits that are carried out cannot be separated from a value or values. According to Andrew, a habit from the standpoint of psychology, is more or less fixed way of thinking, wiling, or feeling acquired through previous repetition of a mental experience.⁹ Hornby stated that Habit is a thing that a person does often and almost without thinking, and that is hard to stop doing¹⁰. In a habit, of course many things will be done. Wrong one is the habit of reading. With regards to what will carried out by researchers regarding the habit of reading online media, of course The researcher will explain the meaning of reading habits .

According to Tampubolon, reading is an activity physical and mental that can develop into a habit. As well as with other habits, forming the habit of reading as well requires a relatively long time. In the habit forming business reading, two aspects to note, that is, interest (the combination

⁸ L. J Gagne, R. M., & Briggs, *Principles of Instructional Design*. Holt, Rinehart & Winston, 1979.

⁹ B.R. Andrew, “American Journal of Psychology” Vol. 14. N (1903).

¹⁰ A.S Hornby, “Oxford Learner’s Dictionary of Current English,” *Oxford University Press*, 1955.

between desire, will and motivation) and reading skills (skills of the eyes and mastery reading techniques)¹¹. Reading is not just reading, but if we are accustomed to reading, of course we can get deeper to know what we read. The reading habit that we can not do with the time that is short. The reading habit will grow as we give it time certain to read.

When reading, a person is in dialogue with himself, with other characters. the characters contained in the reading, sharpen each other's intellect with the author in the shadow of curiosity, the creation of thinking critical to know new things and capture new ideas. Habit reading can be nurtured, nurtured and developed.

Reading is an activity that learns many things to obtain useful information contained in the reading. In essence, reading can make people easy to receive information both past and present. sometimes in many occasions is laziness in reading, even though it can make humans experience a lack of news and information especially such as technology that is developing now and in the future. reading habits is one of the important things in building a reading culture for every student in the world education.

We can grow reading habits, for that we must be able to form efficient reading habits in a relatively long time. In fact, we can form such an efficient habit with notes cultivate a sense of desire and will within us. However, time, desire and will are not enough. Motivation plays a very important role to support wills and desires. Therefore, motivation must be foundation to support the desire and willingness as a benchmark. An activity that has become

¹¹ Tampubulon, *Teknik Membaca Efektif Dan Efisien* (Bandung : Angkasa, 1990).

someone's habit, will become something need. If someone who has felt that it becomes a needs, then someone will try to meet those needs. As with someone's need to read, if someone has make reading a necessity, then someone will always be carry out these activities continuously and continuously.

From the explanation above, it can be inferred that reading habit in this study is defined as a behavior or attitude which is acquired by frequent repetition in reading which involves attitude, frequency, motivation, books read and time spent on reading.

b. Nature of reading habits

Reading is an activity to support literacy, The meaning of literacy remains as the ability to read and write. In the context of advances in technology and information today, the meaning of literacy is increasingly widespread. Literacy was previously defined as the ability to read media and online media such as textbooks, magazines, journals, newspapers. Currently, literacy is understood as the use of technology to learn, understand, and collaborate to achieve one's goals. The fundamental purpose of reading by an individual is to obtain information and general knowledge from all forms of media that he can access. The purpose of reading can be achieved optimally if we have good reading habits and a positive reading attitude and what is certain is how often and how well we read so that we can know the specific meaning of a reading.

Reading habits are shown and manifested from several things. The first one is diversity of reading materials. Students who has a reading habit

may enjoy reading in variety of materials, either fiction or nonfiction. The second one is time spent reading for enjoyment. It refers to the allocated time on which students spend their time for reading. The third one is enjoyment of reading. It relates to the meaning of reading habit itself. Students who have a reading habit will feel pleased and enjoy reading; therefore, they have more enjoyment of reading; consequently, they will spend more time to read in their leisure time. The fourth one is reading for school. Students who have a reading habit will devote their activity and time for reading, and certainly included reading to learn the school materials. The last one is diversity of online reading activities. Recently the development of technology and information is not only communicated in a written form but also it is delivered and conveyed in a digital form; as a result, students are required to learn by reading and accessing any kinds of important resources from the internet. It is, therefore, students who have a reading habit will also utilize the internet as the learning material. They will do the online reading activities.

Moreover, by having a reading habit, one can obtain some benefits. According to Iftanti, reading habit constitutes a gateway through which knowledge, as well as it becomes a tool which develops individuals' personalities and mental capacities.¹² Based on this, if the habit of reading is carried out regularly and becomes a habit, it makes intelligence towards new things increase

In conclusion, the habit of reading is considered an activity that is carried out routinely. Someone who has the habit of reading can be shown by

¹² Erna Iftanti, "A Survey of the English Reading Habits of EFL Students in Indonesia," *TEFLIN Journal* 23 (2012): 149–64.

the allocation of time used for reading activities, the material read, how to read they behave, feel, think, and consider reading activities carried out and at any time. By having the habit of reading, individuals can expand their knowledge as well as develop their attitudes towards writing something.

c. The purpose of reading habits

There are some reading habits purposes which have either positive or negative result. According to Ogbodo for purpose of this topic, they are grouped into four segments they are: hobbial, recreational, concentration, deviational.¹³

1. Hobbial

A hobby is an activity that creates joy and satisfaction in doing it. The purpose of reading habit as a hobby make a reader knowledgeable in so many areas, such as in educational, politic, religious, and economic. This purpose of reading habit not only makes one satisfied but also positive.

2. Relaxiation

A good reading habit for relaxiation makes the reader acquire more knowledge in the classroom. Reading for relaxiation is aimed to cool the reader's brain and to avoid mental fatigue; the example activities on reading for relaxiation are reading newspaper, and magazine.

¹³ Rosemary Ochanya Ogbodo, "Effective Study Habits in Educational Sector: Counselling Implications," *Edo Journal of Counselling* 3, no. 2 (2011): 229–39.

3. Concentration

One of the reading habit purposes is concentration. Concentration means the readers acknowledge their reading process to understand the meaning of passage. Reading for : concentration is recommended for use in school by stakeholders; this reading habit purpose shows positive result in student's achievement in school.

4. Deviatonal

The last purpose of reading habit is deviatonal. This is the only reading habit which has a negative norm. The reader sometimes pretends to read, and deviates from the actual reading. This should be avoided by the students. If this reading habit attitude acquired by the student, it my lead to loss of interest in the acquisition of knowledge.

d. Aspect of reading habits

Some researchers to get someone's reading level showed some aspects to measure effective reading style. According to Rosidi cited in Ika Lisna Hidayati suggested two ways to measure someone's reading habits.¹⁴

1. Reading frequency

Reading Prequency is the amount of time a reader spends reading can thus indicate whether a person is interested in reading or not. Most students spend 1-2 hours reading a day. reading frequency is this frequency shows people reading at their leisure, one The indicator used to determine reading style is the time spent reading or the number of hours spent reading.

¹⁴ Hidayanti, "A Study on Students' Reading Habit at State Senior High School 6 Pekanbaru."

2. Motivasi

There are two factors why someone is motivated to reading habits ; those are internal and external. play a role incultivate reading habits. What is meant by internal factors is something that arises from within. However, external factors come from outside a person environment such as home and school environment.

Internal motivation comes from within a person where motivated readers engage in reading for their own sake and enjoy satisfying their own curiosity. This means that readers have their own will to read for any reason

external factors such as environment, education, social background, and facilities.Environmental factors can have an influence on students' reading habits. One of the factor is the school environment which includes teaching methods. Teaching methods that are well prepared can build students' enthusiasm for reading.In addition, the teacher's role is also included in students' reading habits. In addition, facilities can encourage students to be motivated to develop reading habit.

e. The importance of reading habits

The information and knowledge will be obtained for students after reading. Through reading, students acquire knowledge, information, and improve vocabulary. Reading habits for EFL (English Foreign Language) students can help them to increase their vocabulary. By reading students will find new vocabulary in their reading text. Self-confidence of students also can

information. The increasing of knowledge can build the self-confidence of students. In addition, Thanuskodi said that there are several benefits of reading and the impact of reading in people's lives¹⁵. A reader can learn a new word, can be introduced to new facts, can become knowledgeable about the whole world, and can be stimulated to both thought and emotion.

According to Steel Jack cited in Wulandari mention several advantages of reading habit. They are:¹⁶

1. Habit of reading help the mind performs effectively To read frequently, the people would have abilities to communicate and think well. Acquiring reading habit would automatically active neurons and make it always in good shape. People who exhibit habit as daily activity would help them to perform effectively in front of public.
2. Habit of regular reading helps us develop a good vocabulary Habit in reading develops their alertness in identifying error in a sentence frequent readers have a range of words bank. They would have specific information about the meaning of the word and they are able to predict the meaning based on context. Frequent readers would be better in understanding the message that the writer trying to convey.
3. Habitual reading boosts intellectual curiosity Regular habit of reading exposes a reader to read a variety of a book. Habitual reading also helps the readers to understand the complexity of different books. A reader become knowledgeable about various literacy skills and leads the reader to think independently and critically.

¹⁵ S. Thanuskodi, "Reading Habits among Library and Information Science Students of Annamalai University: A Survey," *International Journal of Educational Sciences* 3, no. 2 (2011): 79–83.

¹⁶ Rahmayuni Wulandari, "The Correlation Between Student's Reading Habit and Students' Reading Comprehension Ability in The First Grade of SMP PGRI 1 Gunung Pelindung, East Lampung," 2016, 1–70.

4. Habitual reading means a psychological activity Regular habit as a psychological activity means a reader link with their mind to feel the writers' imagination. The reader uses their mind to figure out the scheme of story, to feel the writers and to experience the difference of personal players.
5. Habitual reading helps readers to have a positive set of mind Efficient frequent readers should be active, positive mind set and critical. The readers should give feedback quickly to the material as a respond to what they have read. They should also get the summary and make a critical judgment from the material.

To conclude, there are few important benefits for reading habit. By implementing habitual reading, readers are able to train their mind in the context of helping brain to work effectively. Habitual reading enriches readers' vocabulary in various literacy skills. The readers are also able to read critically, effectively, and positively. Moreover, reading habit makes the readers open up their mind and helps them become more intelligent.

2. The Concept of Online Media

a. Definition of online media

Online media is also known as cybermedia, internet media and new media which can be interpreted as media presented online on the web. Online media is said to be the third generation of media after printed and electronic media.¹⁷ Messages in online media, especially social media, have their own

¹⁷ Asep Syamsul M. Romli, *Jurnalistik Online: Panduan Mengelola Media Online* (Nuansa Cendekia, 2018).

characteristics. These characteristics include, everyone can create information, disseminate information very fast and can be done simultaneously, messages can be delivered briefly, and interaction between social media users, whether it is done in non-real-time or real-time. The ease of access to digital media makes people's reading behavior even easier. The world will feel in your hands when someone holds a gadget. At all times we can read anywhere and anytime, whether it's reading web content, news content, e-books, e-mail, e-journal and so on. Access to reading materials is so easy. On the one hand, this makes people want fast paced in reading messages. So that sometimes someone shares information in reading material without checking its accuracy. Everyone seems to be competing for be the first to know and share information with others.

Based on some of the opinions above about the meaning of reading habits online media, researchers can conclude that reading habits are reading activities regularly involving both physically and mentally especially by utilizing online media which is currently very rapidly growing, many lessons can be taken from online media and can indirectly find out what the author wants to convey.

b. Benefits of online media

Online media is quickly becoming a part of everyday life. One of the reasons social media is so popular is because it allows users to change their experiences and interact with Internet networks. With so many new technologies and the development of social networks today, there are many benefits and reasons for everyone, including students or students, to use social

media. A survey found that 70% of students believe that the technology they use for learning should be adapted to them as students social media users. There are six benefits of online media for students. Here are some of the advantages using online media for education.

1. Create communication

The benefit of using social media to reach the community is that the 2013 program currently being implemented requires more activity from students. With the existence of social media today, for example through the formation of study groups, teachers can also participate in groups and not only provide guidance in the classroom. In addition, social media can also help focus the collective knowledge of the whole class to make learning and communication more effective.

2. Support learning materials

Online media, especially social media, can help identify additional content to strengthen or expand learning. For example, when reading articles on social media that can train reading skills and gain intellectual satisfaction for students and others.

3. Increasing insight

Students using social media can communicate directly with each other give and receive various information. Students can share tips and tricks, DIY projects and useful information for study materials. The student's ability to access, analyse, retain and share

tips and tricks, DIY projects and useful information for study materials. The student's ability to access, analyse, retain and share information increase over time. Even unconsciously they are developed their skills.

c. Characteristics of online media

Online media has different characteristics. Media features online is very important to be known by students and also by other communities. Before anyone searches or opens something on the internet, of course we must first understand its characteristics. After knowing the features that exist, we know whether an online media is good or not good, in accordance with the advantages of each.

Online media can be interpreted as media that can be accessed through Internet. according to Asep Syamsul M. Romli divides several characteristics of the media online namely¹⁸

1. Multimedia

Can load or present news/information in text form, audio, video, graphics and images simultaneously, which can be used as teaching media, both in class and independently. The easiest form of multimedia data to store or access is text. Text can form words, letters and others. The need for text depends on what you want to read or what you want to access.

¹⁸ Asep Syamsul M. Romli, *Jurnalistik Online: Panduan Mengelola Media Online* (Nuansa Cendekia, 2018).

2. Fast

The presence of online media increases the speed of publication and distribution of information to the public with a global reach at the same time. This means that online media can report an event at the same time as the event is taking place. So sending information to the public can be done more easily and quickly.

3. Update

The characteristics of this online media allow humans to access information at any time because the information conveyed is always updated when there is an error it can be updated quickly, even with a more complete explanation.

4. Wide capacity

Currently, the role of online media in human life is very meaningful. Online media is a new media that is favored by people who utilized for various purposes such as media information, as a medium communication, entertainment media, as well as learning media, when looking for information on the web for study purposes that can accommodate a large number of texts.

5. Hyperlink

Media online Connect with other sources related to the information presented. any data presented can be linked to data owned by the media or from other sources. This is a characteristic of online media that other media do not have. for example, by searching for reading material in online media, by searching the web.

d. Blogs as learning media in online media

The word blog comes from the word weblog, blog is one of the application services from online media that can be utilized by teachers and students as an unlimited learning resource by accessing the desired topics, and topics that attract students' attention to read in online media. Learning media through blogs has many advantages and also accessible to everyone.

For example, students can study material more fully, in a longer time, and of course more pleasant atmosphere. From its utilization, blogs can be divided into several types.¹⁹

1. Educational blogs, usually written by students or teachers. Literary blog, usually contains issues related to the world of literature.
2. Personal blogs are also called online diaries that contain experiences of a person's daily life, complaints, poems or verses, ideas, and conversations friend.
3. Health blog, more specifically about health. Most health blogs contain patient complaints, the latest health news, and health information.
4. The political blog contains political news, activists, and all-based issues blogs
5. Travel blog, focus on the discussion of travel stories that tell information about the trip.

¹⁹ Sartono, "Pemanfaatan Blog sebagai Media Pembelajaran Alternatif di Sekolah," *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, Volume 12 (2016).

6. Research blog, contains academic issues such as the latest research news.
7. Legal blog, contains issues about law or legal affairs
8. Media blogs focus on media lies or inconsistencies in mass; usually only for newspapers or television networks.
9. Religion blog, discussing issues related to religion

Online media in general, namely all kinds of media formats that can only be accessed via the internet contain text, photos, videos, and sound. Online media can also be interpreted as a means of communication by online. Understanding online media in general, then email, websites, blogs, and social media are also included online media category. Online media is a general term for a form of media that is telecommunications and multimedia based. In which there are portals, websites, radio-online, TV-online, online press, mail-online, etc. The features of each according to the facilities that allow the user to be utilized²⁰

3. The Concept of Vocabulary

a. Definition of vocabulary

Vocabulary is all about words. in sentence be found noun, verb, adjective etc. They are a component of word, therefore to able make sentence someone have getting of the words and vocabulary. Vocabulary is so important, from vocabulary we can created a sentence.

²⁰ Devi Purwantari, "Korelasi Antara Kebiasaan Membaca Teks Ilmu Pengetahuan Di Media Online Dan Buku Pelajaran Dengan Kemampuan Membaca Pemahaman Siswa Kelas X SMAN 1 TURI." 2018

According to Hiebert “vocabulary is knowledge of meaning of words²¹. Its mean that vocabulary is important in creatinon of understanding in conversation. Vocabulary is one of aspects language that must be learning when students are learning a language, besides grammar and pronunciation. Also vocabulary can be help the student in learning and get easy to learning in the class. Its mean that to convey something so necessary stock vocabulary. vocabulary helps students to understand reading, when they read make information in online media.

Thornbury state that “vocabulary is word and word is a microcosm of human consciousness²². It means that word is a part of vocabulary, everybody in this world can grow with the words because the expansion and elaboration of vocabulary is something that extends across a lifetime.

From the statment above, the writer concludes that vocabulary is a list of words that are essential elements for the individual speakers that used to convey the meaning and communicate with each other in formal language or international language. and Vocabulary is important for people especially for students, teachers, and government. Because they need it. And every year often present new word or vocabulary in this world. Therefore, they are so imprtant to enrich vocabulary mastery. and moreover for students, they need sufficient vocabulary to understand something they read, both in print media and especially online media.

²¹ Michael L. Kamil Elfrieda H. Hiebert, *Teaching and Learning Vocabulary* (Taylor & Francis, 2005).

²² Scott Thornbury, *How to Teach Vocabulary* (Longman, Harlow, 2002).

b. The types of vocabulary

According to Hiebert and Kamil, they state that vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, productive and receptive vocabulary. The following explanation follows:

1. Productive Vocabulary

Productive vocabulary is usually used when someone shares his/her ideas when he/she speaks or writes. When someone speaks or writes something, he/she usually uses the words which are familiar to him/her. This kind of words belongs to productive vocabulary. According to Hiebert and Kamil, productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

2. Receptive Vocabulary

Hiebert and Kamil define that Receptive vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent²³. In addition, Haycraft in Hatch and Brown, Receptive vocabulary is words that the students recognize and understand when they occur in context, but which he cannot produce correctly²⁴.

²³ Michael L. Kamil, Elfrieda H. Hiebert, *Teaching and Learning Vocabulary* (Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc, 2006).

²⁴ Hatch, E., Brown, C., *Vocabulary, Semantics, and Language Education* (New York: Cambridge University Press, 1995).

So, the difference between receptive and productive vocabulary is the time when you introduce that word that saves it in the brain is called receptive and the time when you take that word from the brain to use we call it productive.

c. The importance of vocabulary

Vocabulary has always been an important part of English as a foreign language. Everyone who learns the language has to learn its language vocabulary to make the learning process easier. Without mastery of vocabulary, learning a language becomes very difficult if you lack vocabulary. Especially reading requires reading vocabulary in order to know the meaning of a text.

Moreover, Dellar H and Hocking D in Thornbury also stated that when someone spends most of his/her time to learn grammar, there is no significant improvement in his/her English²⁵. However, the significant improvement can be seen if someone learns more words and expressions. Someone can say very little with grammar, but without words someone cannot say anything at all. Those statements show that vocabulary is an important element in language learning.

Vocabulary is an important aspect of our lives, therefore increasing vocabulary is something that everyone must do. Vocabulary development is an important aspect of language development because vocabulary is the main point in communicating, it means that the development of vocabulary is an important aspect of language. So the role of vocabulary is very important in English learning because vocabulary will support students in mastering English.

²⁵ Scott Thornbury, *How to Teach Vocabulary* (Pearson Education/Longman, 2006).

proficiency and can explain something with good words, and can translate foreign easily.

d. Vocabulary Mastery

According to Riski Ekanti states mastery is the ability to use one of knowledge. It means mastery is the ability to combine skill and knowledge in one certain area. Also someone has a great skill at something. vocabulary is words in foreign language used to express meaning form of symbols of group of letter in single or more than one word.²⁶

So From the definition above, mastery is the ability to use one's knowledge and vocabulary is words in a foreign language, the language used to express meaning in the form of symbols of groups of letters in one or more than one word. So, vocabulary mastery can built to incorporate skills or knowledge of words used to express meaning, in one or more than one word in order to easily understand the meaning of certain words and communicate with others.

According to Harmer stated that there are some aspects that have to be discussed in vocabulary, namely: word meaning, word use and grammar of words²⁷. It means that, every student can learn some aspect like vocabulary by reading.

²⁶ Riski Ekanti Ayuningtyas Palupi, "Enriching Vocabulary Mastery Using Short Texts SMP N 5 Sukoharjo," 2010.

²⁷ Harmer Jeremy, *The Practice of English Language Teaching*, 3rd ed (New york : Pearson Education Limited, 2001).

1. Word meaning

The meaning can be classified according to the form they attach to. It can be classified into three forms: lexical meaning, morphological meaning, and syntactic meaning. Lexical meaning is the meaning that attaches to words as word. Whereas, morpheme is the smallest unit that are carries information about meaning or function. And the meaning that attaches to the word arrangement in a sentence is the syntactic meaning.

Antonym is the opposite of meaning of mother word. Antonyms are not differentiated for formality or dialect or technicality;

- a. Antonyms occur within the same style, dialect, or register.
Example: big is the opposite meaning of small, tall is the opposite meaning of short.
- b. Synonym, Words have synonyms that mean exactly or nearly the same as each other. Example: bad and evil, good and decent.
- c. Hyponymy A word that it a function to be a specific meaning.
Example: rose, lily, and orchid are hyponym of flower.
- d. Connotations An additional meaning of words from it is explicit meaning.

2. Word use

- a. Metaphorical The words use that the meaning is not the real meaning because it repent something else. Example: the price of mangoes went up and prices have taken a dramatic tumble.

- b. Idiom Words that use to express on idea that usually the meaning is not recognize easily by others who are not familiar with that expression. Example: She kicked the bucket means she died and that he has bitten off more than he can chew means that he has attempted something that is too difficult for him.

3. Grammar of words

a. Word class

Word class are groups of words in a language of the devinition of these word classes is distinguished based on several categories such as word forms, functions and meanings in the grammatical system that applies in that language. There are several categories of word classes is noun, adverb, adjective, verb

b. Countable and Uncountable

- Countable Things that one can count it with number and it have singular or plural form. Example: book, car, computer, shirt, etc.
- Uncountable Things that one cannot count it with number and not have plural form, but by adding word such as some, much, a lot of etc. Example: water, sand, gas, dust, etc

e. The Technique in teaching vocabulary

According to Brown and Payne in Hatch There are five essential steps in vocabulary learning, below is the explanation.

1. Encountering New Words

The first essential step in vocabulary learning is encountering new words. Thus, the students need to have sources to find new words. There are many sources to find new words such as books, television, radio, newspaper and magazines. The students strategies here included “learning new words by reading books,” “listening to TV and radio,” and reading newspaper and magazines. Therefore, reading book is not the only way to encounter new words. The students can find new words by watching television, reading newspaper or magazines and also listening to the radio.

2. Getting the Word Form

Getting the word form here means getting a clear image, either visual or auditory or both of the form of vocabulary item. The importance of having clear image of the “form” of a word becomes apparent when the students think about what happens when they try to retrieve words. The importance of getting the form of the words also appears when learners are asked to give definition for words

3. Getting the Word Meaning

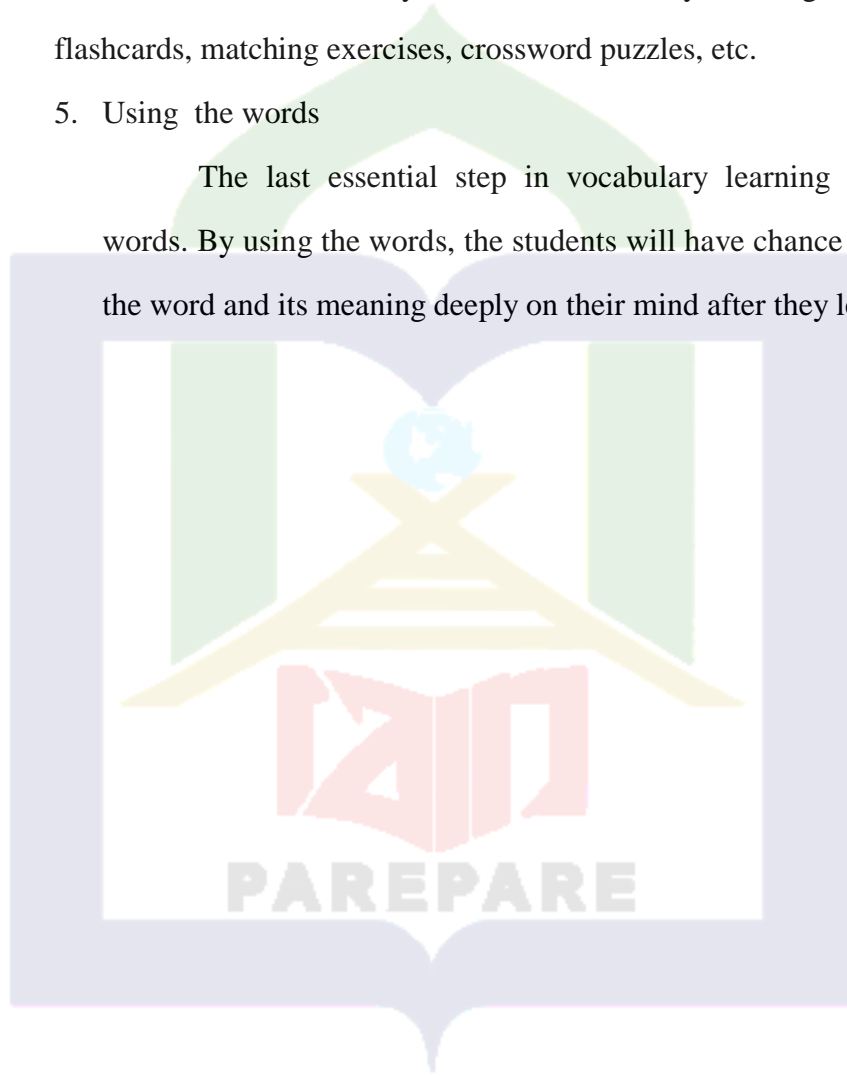
The third essential step in vocabulary learning is getting the word meaning. There are several ways to get the meaning of words. The common way of getting the word meaning is by using dictionary. Another way of getting definition is by having a bilingual friend or teacher explain. The popular way for learner to get the meaning of words is through context. Learners guess the meaning of words from the situation, discourse, and from the structure of the words themselves.

4. Consolidating Word Form and Meaning in Memory

In this step, the learners need to consolidate the word form and meaning in their memory. To strengthen the form-meaning connection, the teacher can use many kinds of vocabulary learning drills such as flashcards, matching exercises, crossword puzzles, etc.

5. Using the words

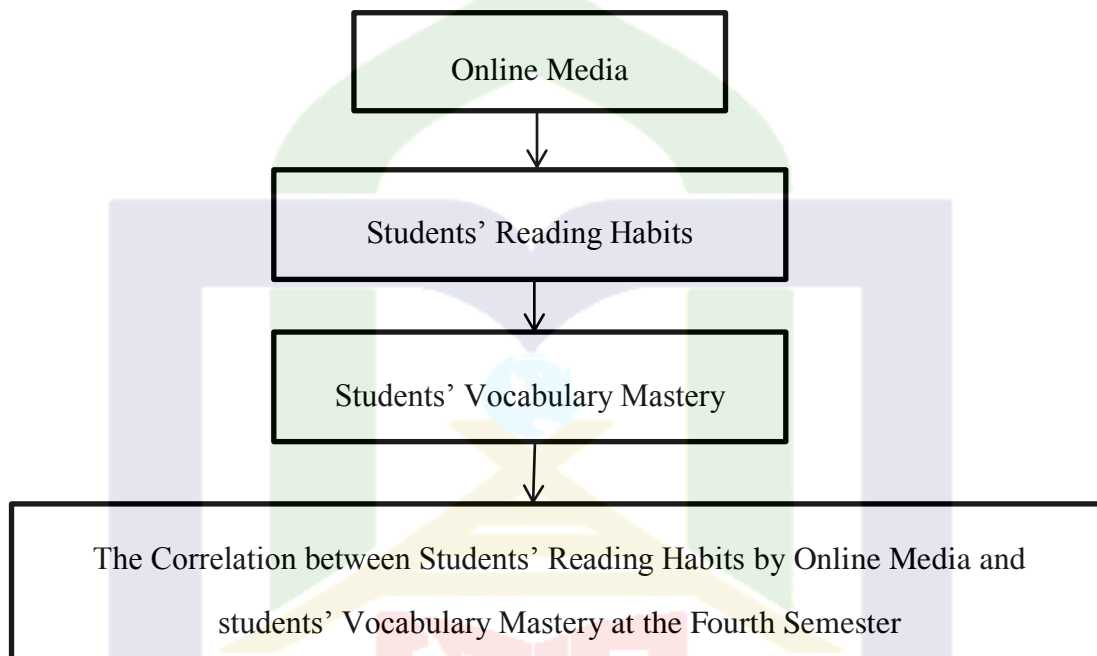
The last essential step in vocabulary learning is using the words. By using the words, the students will have a chance to memorize the word and its meaning deeply on their mind after they learn it.²⁸



²⁸Hatch, E., & Brown, C. *Vocabulary, Semantics, and Language Education*. New York: Cambridge University Press, 1995).

C. Conceptual Framework

The main focus of this research is to find out whether there is a correlation between students' reading habits and students' vocabulary mastery. The researcher designed this conceptual framework research by showing the diagram below:



The conceptual framework above illustrates the research conducted by researchers. This research is descriptive. Which discusses the correlation between students' reading habits and students' vocabulary Mastery at fourth semester of english program of IAIN parepare from the instrument process, researchers will use a descriptive correlation method in which researchers will distribute questionnaires to find out reading habits by online media and give test in the form of multiple choices to find out students' vocabulary mastery at fourth semester of english program of IAIN Parepare.

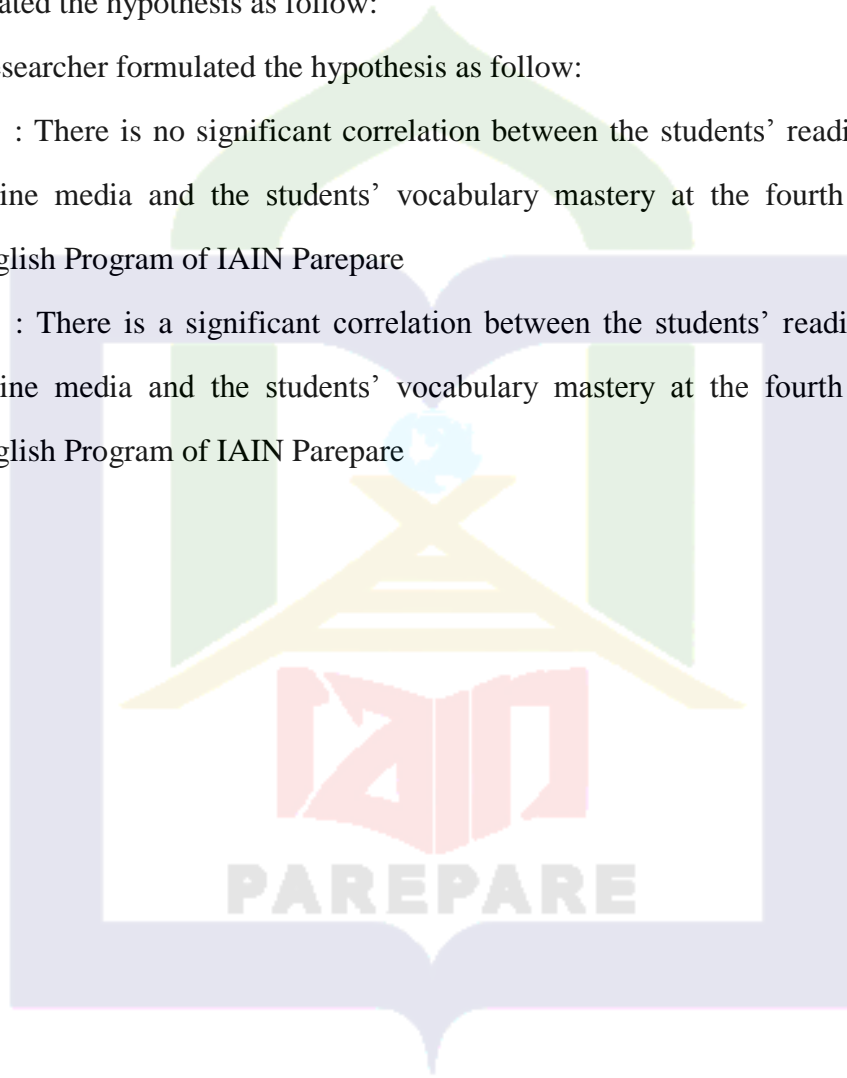
D. Hypotesis

There are two hypotheses in this study, namely H0 (null hypothesis) and H1 (alternative hypothesis). Based on the related literature review, The researcher formulated the hypothesis as follow:

The researcher formulated the hypothesis as follow:

H₀ : There is no significant correlation between the students' reading habits by online media and the students' vocabulary mastery at the fourth semester of English Program of IAIN Parepare

H₁ : There is a significant correlation between the students' reading habits by online media and the students' vocabulary mastery at the fourth semester of English Program of IAIN Parepare



CHAPTER III

RESEARCH METHOD

A. Research Design

Based on the problem, the researcher used correlation studies, and quantitative analysis techniques in data collection. The aim is to find out the correlation between reading habits and vocabulary. Based on the title of this research, there are two variables of this research, namely, variable “X” and Variable “Y”. variable X of this research is reading Habits by online Media dan Variabel X is vocabulary Mastery

Table 3.1 Research design



Where

X : Reading Habits Online Media

Y : Vocabulary Mastery

B. Location and Duration of the Research

This study was carried out at IAIN Parepare which located in Jl. Amal Bakti, Bukit Harapan, Kec.Soreang, Parepare city, South Sulawesi. In this research, the research will spend approximately one month including of the analyzing data.

C. Population and Sampel

1. Populasi

The population of this research were the fourth semester of English program of IAIN Parepare. which are divided into three classes, especially students who prefer to read online media in increasing vocabulary. The

researcher chose students as research subjects because the research subjects experienced directly and made it easier for research to obtain in-depth data, moreover the subject complied with the criteria and according to the needs that the researcher wanted. The total of population is 59 students. Obviously, it can be seen in the following table.

Table 3.2 Number of populasi

| No | Class | Number of Students |
|--------------|-------|--------------------|
| 1. | PBI A | 19 |
| 2. | PBI B | 19 |
| 3. | PBI C | 21 |
| TOTAL | | 59 |

2. Sample

The sample is part of the research population used to answer research results, sample measurements are carried out based on an assessment to determine the number of samples to be taken in conducting research on an object.

This sumpling focused on the fourth semester of English program of IAIN parepare there are three class, As for the samples in this study were students who taken from each class used a probability sampling type simple random sampling technique. Random sampling a type of sampling in the entire target population has an equal chance of being selected. 59 students taken from class A as many as 10 students, class B as many as 10 students,

Class C as many as 10 students. So the total samples in this study were 30 students in the fourth semester of English program.

D. Procedure of Collecting Data

In conducting research, it is necessary to have techniques and instruments to collect data obtained in the field. The techniques and instruments are interrelated so that the data obtained is truly authentic and valid.

1. Questionnaire

Questionnaire is a data collection technique that is done by giving a set of questions or written statement to the respondent to be answered. The questionnaire is an efficient data collection technique when researchers know with certainty the variables to be measured and know what can be expected from the respondents²⁹ Through the questionnaires distributed by researchers to students, the researcher took the data based on a questionnaire that has been filled by Students reading habits.

2. Test

Test it self is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The test is used to measure students" vocabulary mastery. The item of the test consists of 40 items of multiple choicen with four option (A,B ,C,D).

²⁹ W Setyaning Budhi Candrawati, "Correlational Study on Translation Ability, Reading Habit and Students' Reading Comprehension of the Tenth Grade Students of SMU N 1 Kebak Kramat Academic Year 2008/2009.," 2009.

E. Research Instrumen

The research instrument used to obtain research data is based on variable indicators. The indicators that serve as assessment criteria can be seen in the grid on the reading habit questionnaire through online media and the student's vocabulary mastery test.

1. Instrument Grille

The instrument used in this research is a questionnaire consisting of each variable x having 30 statement items. This questionnaire is used to obtain data regarding Reading habits by Online Media . The instrument grid is as follows:

Table 3.3 Indicator of reading habits questioner

| Variabel | Indikator | Sub-Indikator | Qusetion items |
|--------------------------------|---------------------------------|---|--|
| Reading habits by Online Media | The intensity of reading habits | Intensity related to time opportunity | 17, 18,25 |
| | Time | The amount of time spent reading | 6,8,11,14,15,,27. |
| | Attitude | Material selection | 1,2,3,24 |
| | Reading skil | a. Before reading b. While reading c. After reading | 12, ,16,19,26 20,21,28 4,5,7,9,10,13,14,22 23,29,30 |

2. Instrument Measurement

To measure the questionnaire, the researcher uses a measurement scale in the form of a Likert scale which is used to measure attitudes, opinions and perceptions of a person or group of people towards a social phenomenon. There are five alternative answers for the criteria, namely Strongly Agree (SS), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD). Answers SS to SD are given a score of 5 to 1³⁰,

3. Instrument test vocabulary mastery

Create a vocabulary mastery test to fit among objectives and the level of vocabulary mastery with the formulation of items that are in accordance with vocabulary mastery. The vocabulary mastery test given is in the form of a multiple choice test with four alternative answers. The scores used are 1 and 0. A score of 1 is given for a correct answer, while a score of 0 is for an incorrect answer.

4. Instrument validity

A validity test is a test conducted to determine the validity of an instrument. An instrument is said to be valid if it can measure what is desired. Test the validity of this research instrument using SPSS, In this study, there were two instruments tested, namely the reading habits questionnaire and the vocabulary test. Can be seen in the table show:

³⁰ Vivi Herlina, *Panduan Praktis Mengolah Data Kuesioner Menggunakan SPSS* (Jakarta : PT. Elex Media Komputindo, 2019).

Table 3.4 Validity result of english reading habits by Online Media

| No. | Item Instrument | Value | r_{tabel} | Result |
|-----|-----------------|-------|-------------|---------|
| 1 | Item 1 | 0,724 | 0,361 | Valid |
| 2 | Item 2 | 0,746 | 0,361 | Valid |
| 3 | Item 3 | 0,796 | 0,361 | Valid |
| 4 | Item 4 | 0,649 | 0,361 | Valid |
| 5 | Item 5 | 0,740 | 0,361 | Valid |
| 6 | Item 6 | 0,601 | 0,361 | Valid |
| 7 | Item 7 | 0,744 | 0,361 | Valid |
| 8 | Item 8 | 0,739 | 0,361 | Valid |
| 9 | Item 9 | 0,594 | 0,361 | Valid |
| 10 | Item 10 | 0,605 | 0,361 | Valid |
| 11 | Item 11 | 0,680 | 0,361 | Valid |
| 12 | Item 12 | 0,526 | 0,361 | Valid |
| 13 | Item 13 | 0,596 | 0,361 | Valid |
| 14 | Item 14 | 0,686 | 0,361 | Valid |
| 15 | Item 15 | 0,494 | 0,361 | Valid |
| 16 | Item 16 | 0,630 | 0,361 | Valid |
| 17 | Item 17 | 0,084 | 0,361 | Invalid |
| 18 | Item 18 | 0,587 | 0,361 | Valid |
| 19 | Item 19 | 0,761 | 0,361 | Valid |
| 20 | Item 20 | 0,711 | 0,361 | Valid |
| 21 | Item 21 | 0,609 | 0,361 | Valid |
| 22 | Item 22 | 0,742 | 0,361 | Valid |
| 23 | Item 23 | 0,604 | 0,361 | Valid |
| 24 | Item 24 | 0,466 | 0,361 | Valid |

| | | | | |
|----|---------|-------|-------|---------|
| 25 | Item 25 | 0,679 | 0,361 | Valid |
| 26 | Item 26 | 0,135 | 0,361 | Invalid |
| 27 | Item 27 | 0,504 | 0,361 | Valid |
| 28 | Item 28 | 0,612 | 0,361 | Valid |
| 29 | Item 29 | 0,813 | 0,361 | Valid |
| 30 | Item 30 | 0,481 | 0,361 | Valid |

Based on the validity table for online media reading habits by online media above with 30 question items, the researcher concluded that 28 valid items and 2 invalid items because of $r_{count} > r_{tabel}$ with a significant level $\alpha = 0,05$ for $N = 30$ is 0.361.

Table 3.5 Validity result of english vocabulary test

| No. | Item Instrument | r_{count} | r_{tabel} | Result |
|-----|-----------------|-------------|-------------|--------|
| 1 | Item 1 | 0.397 | 0.361 | Valid |
| 2 | Item 2 | 0.444 | 0.361 | Valid |
| 3 | Item 3 | 0.375 | 0.361 | Valid |
| 4 | Item 4 | 0.427 | 0.361 | Valid |
| 5 | Item 5 | 0.417 | 0.361 | Valid |
| 6 | Item 6 | -0.139 | 0.361 | Valid |
| 7 | Item 7 | 0.390 | 0.361 | Valid |
| 8 | Item 8 | 0.152 | 0.361 | Valid |
| 9 | Item 9 | 0.433 | 0.361 | Valid |
| 10 | Item 10 | 0.370 | 0.361 | Valid |
| 11 | Item 11 | 0.079 | 0.361 | Valid |
| 12 | Item 12 | 0.459 | 0.361 | Valid |
| 13 | Item 13 | 0.477 | 0.361 | Valid |

| | | | | |
|----|---------|--------|-------|---------|
| 14 | Item 14 | 0.392 | 0.361 | Valid |
| 15 | Item 15 | 0.020 | 0.361 | Valid |
| 16 | Item 16 | 0.373 | 0.361 | Invalid |
| 17 | Item 17 | -0.033 | 0.361 | Valid |
| 18 | Item 18 | 0.464 | 0.361 | Valid |
| 19 | Item 19 | 0.440 | 0.361 | Valid |
| 20 | Item 20 | 0.457 | 0.361 | Valid |
| 21 | Item 21 | 0.416 | 0.361 | Valid |
| 22 | Item 22 | 0.397 | 0.361 | Valid |
| 23 | Item 23 | 0.126 | 0.361 | Valid |
| 24 | Item 24 | 0.423 | 0.361 | Valid |
| 25 | Item 25 | 0.229 | 0.361 | Valid |
| 26 | Item 26 | 0.444 | 0.361 | Invalid |
| 27 | Item 27 | 0.434 | 0.361 | Valid |
| 28 | Item 28 | 0.412 | 0.361 | Valid |
| 29 | Item 29 | 0.493 | 0.361 | Valid |
| 30 | Item 30 | 0.084 | 0.361 | Valid |
| 31 | Item 31 | 0.112 | 0.361 | Invalid |
| 32 | Item 32 | 0.475 | 0.361 | Valid |
| 33 | Item 33 | 0.389 | 0.361 | Invalid |
| 34 | Item 34 | 0.440 | 0.361 | Valid |
| 35 | Item 35 | 0.449 | 0.361 | Valid |
| 36 | Item 36 | 0.383 | 0.361 | Invalid |
| 37 | Item 37 | 0.412 | 0.361 | Valid |
| 38 | Item 38 | -0.033 | 0.361 | Valid |
| 39 | Item 39 | 0.377 | 0.361 | Invalid |
| 40 | Item 40 | 0,624 | 0,361 | Valid |

Based on the validity test table for online media reading habits above with 40 question items, the researcher concluded that 30 valid items and 10 invalid items because of $r_{count} > r_{tabel}$ with a significant level $\alpha = 0,05$ for $N = 30$ is 0.361.

5. Reliability Test

Reliability is the consistent degree of the relevant instrument. The instrument is said to have high reliability if the tests carried out have consistent results in measuring what will be measured³¹. The instrument is said to be reliable if the Cronbach Alpha value is > 0.60 and if the Cronbach's Alpha value is < 0.60 then the questionnaire is declared unreliable. The criteria of reliability coefficient are :

Table 3.6 levels of reliability

| Coefficient Interval | Levels of Reliability |
|----------------------|-----------------------|
| 0.80 < 1.00 | Very High Reliability |
| 0.60 < 0.80 | High Reliability |
| 0.40 < 0.60 | Fair Reliability |
| 0.20 < 0.40 | Low Reliability |
| 0.00 < 0.20 | Very Reliability |

To do the reliability test, the researcher used SPSS software with the alpha formula as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right)$$

³¹ HM. Sukardi, *Metodologi Penelitian Pendidikan: Kompetensi Dan Praktiknya* (Bumi Aksara, 2021).

Information:

r_{11} = Sought Reliability

n = Number of Items

σ_i^2 = Total Variance Score of Each Item

σ_t^2 = Total Variance

Table 3.7 Reliability students of english reading habits

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.946 | 28 |

The result of the reliability of students' English reading habits by online media is acquired the reliability coefficient = 0.946 in $r_{table} = 0.361$ at the level of significance 0.05 for the number of students is 30 students. It shows that the students English reading habit is reliable because the r_{count} is higher than the r_{table} ($0.946 > 0.361$). The reliability of students' reading habits by online media is very High.

Table 3.8 Reliability students vocabulary test

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| 0.850 | 30 |

The result of the reliability of students' vocabulary test is acquired the reliability coefficient = 0.831 in $r_{table} = 0.361$ at the level of significance 0.05 for the number of students is 22 students. It shows that the students English Vocabulary Test is reliable because the r_{count} is higher than the r_{table} (0.831 > 0.361). The reliability of students' reading habits by online media is very High..

F. Technique of Data Analysis

In quantitative research, data analysis techniques directed to answer the problem formulation has been determined. Caused the data was quantitative, analyzing the data obtained, researchers analyzed the results of the students reading habits by online media questionnaire and vocabulary mastery test using Microsoft Excel and IBM SPSS program 29.0.1.0 with Regression linear and manual regression calculate by formula. To find out the correlation coefficient researchers use the following formula: Inferential Statistic

1. The researcher analyzed the results of the questionnaire on students' reading habits in online media and tests related to student vocabulary mastery to identify the scores obtained by students.
2. The researcher checked the students' answers on the vocabulary mastery test in the form of multiple choices
3. Researchers measure reading habits with alternative choices which use a Likert's scale to find out student scores. after that, the researcher measured the students reading habits by online media measured by the tendency formula as follows

- a) Good $> (M+1SD)$
- b) Fair $(M-1SD)-(M+1SD)$
- c) Bad $< (M-1SD)$

Explanation

M : Mean of students' reading habit by online media

SD : Standar deviation of students' reading habits

Table 3.9 Category of english reading habits by online media

| Score | Category |
|-------|----------|
| <72 | Bad |
| 73-85 | Fair |
| >86 | Good |

4. Classifying the students' scoring

The data of students' results (test) was analyzed by using descriptive statistics. Test conducted for checking the student's competence in mastery. Finding out the mean score using the following formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Score of the test

R = The number of students' correct answer

N = Total number of question

5. The following formula is use to get the mean score

$$\bar{X} = \frac{\sum X}{n}$$

X : Means Store

n : The total number of student

$\sum X$: The total number of score

6. The Research found out normality and linearity of students' reading habits by online media and students' vocabulary mastery

7. The researcher used the correlation formula to find out the correlation between reading habits by online media and students' vocabulary master

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

Where :

r_{xy} : Angka indeks korelasi "r" *product moment*

n : Number of cases/sampel

$\sum x$: Jumlah seluruh skor X

$\sum y$: Jumlah seluruh skor Y

$\sum xy$: Jumlah hasil perkalian antara skor X dan skor Y

In this criteria when r_{count} is less than r_{table} value, so that H_0 is accepted and H_a is rejected, but vice versa when r_{count} is bigger than r_{table} value, so that H_a is accept and H_0 is rejected³²

Furthermore, to find out the contribution of variable X to variable Y can be determined by the formula of the coefficient of determination as follow:

³² Burhan Bungin, *Metododologi Penelitian Kuantitatif*, edisi kedu (jakarta: kencana, 2011).

$$KP = r^2 \times 100\%$$

Explanation

KP : The magnitude of the determining coefficient

r : correlation coefficient



CHAPTER IV

FINDINGS AND DISCUSSION

Findings from research regarding the relationship between reading habits in online media and student' vocabulary mastery are presented and discussed in this chapter. Hypothesis testing procedures and discussion of the results are also discussed in this chapter. This study found that reading habits in online media were related to students' vocabulary mastery

A. Finding of The Research

1. The Result of Students' Reading Habits by Online Media.

Researcher presented the presentation of data in English questionnaire on reading habits in online media for the fourth semester of IAIN parepare, researcher measured students' reading habits in online media with researchers measured with a Likert scale (strongly agree, agree, neutral, disagree, strongly disagree) with a range of 5, 4, 3, 2, and 1 respectively. The Likert scale is presented in the table below.

Table 4.1 Likert scale

| Criteria | Score |
|------------------------|-------|
| Strongly Agree (SS) | 5 |
| Agree (A) | 4 |
| Neutral (N) | 3 |
| Disagree (D) | 2 |
| Strongly Disagree (SD) | 1 |

Table 4.2 results of descriptive analysis of reading

| | | |
|----------------|---------|--------|
| N | Valid | 30 |
| | Missing | 0 |
| Mean | | 82.13 |
| Median | | 83.00 |
| Mode | | 91 |
| Std. Deviation | | 9.843 |
| Variance | | 96.878 |
| Range | | 36 |
| Minimum | | 60 |
| Maximum | | 96 |

Based on the results of the total score of reading habits at fourth semester of English program of IAIN Parepare totaling 30 samples, obtained a mean score of 82, a standard deviation 9.843, variance 96.878 36, minimum total score 60 and the maximum total score 96. F requency distribution data for each question item about students' reading habits in online media. Researcher will show the details in the table below :

Tabel 4.3 The result of reading habits questionnaire

| No. Item | Frekuensi (F) & Persentase (P) | Strongly agree=5 | Agree=4 | Neutral=3 | Disagree=2 | Strongly Disagree=1 | Total |
|----------|--------------------------------|------------------|---------|-----------|------------|---------------------|-------|
| 1. | F | 15 | 13 | 2 | 0 | 0 | 30 |
| | P | 50% | 43% | 6,7% | 0% | 0% | 100% |
| 2. | F | 10 | 11 | 9 | 0 | 0 | 30 |
| | P | 33.3% | 36,7% | 30.0% | 0% | 0% | 100% |
| 3. | F | 18 | 10 | 2 | 0 | 0 | 30 |
| | P | 60.0% | 33.3% | 6.7% | 0% | 0% | 100% |
| 4. | F | 13 | 7 | 10 | 0 | 0 | 30 |
| | P | 43.3% | 23.3% | 33.3% | 0% | 0% | 100% |

| | | | | | | | |
|-----|---|-------|-------|-------|-------|----|------|
| 5. | F | 16 | 6 | 8 | 0 | 0 | 30 |
| | P | 53.3% | 20.0% | 27.7% | 0% | 0% | 100% |
| 6. | F | 8 | 5 | 15 | 2 | 0 | 30 |
| | P | 26.7% | 16.7% | 50.0% | 6.7% | 0% | 100% |
| 7. | F | 15 | 10 | 5 | 0 | 0 | 30 |
| | P | 50.0% | 33.3% | 16.7% | 0% | 0% | 100% |
| 8. | F | 19 | 9 | 2 | 0 | 0 | 30 |
| | P | 63.3% | 30.0% | 6.7% | 0% | 0% | 100% |
| 9. | F | 15 | 10 | 5 | 0 | 0 | 30 |
| | P | 50.0% | 33.3% | 16.7% | 0% | 0% | 100% |
| 10. | F | 16 | 12 | 2 | 0 | 0 | 30 |
| | P | 53.3% | 40.0% | 6.7% | 0% | 0% | 100% |
| 11. | F | 9 | 6 | 13 | 2 | 0 | 30 |
| | P | 30.0% | 20% | 43.4% | 6.7% | 0% | 100% |
| 12. | F | 6 | 8 | 9 | 7 | 0 | 30 |
| | P | 20.0% | 26.7% | 30.0% | 23.3% | 0% | 100% |
| 13. | F | 7 | 10 | 13 | 0 | 0 | 30 |
| | P | 23.3% | 33.3% | 43.3% | 0% | 0% | 100% |
| 14. | F | 12 | 14 | 4 | 0 | 0 | 30 |
| | P | 40.0% | 46.7% | 13.3% | 0% | 0% | 100% |
| 15. | F | 2 | 7 | 19 | 5 | 0 | 30 |
| | P | 6.1% | 21.2% | 57.7% | 15.2% | 0% | 100% |
| 16. | F | 10 | 16 | 4 | 0 | 0 | 30 |
| | P | 33.3% | 53.3% | 13% | 0% | 0% | 100% |
| 17. | F | 7 | 15 | 8 | 0 | 0 | 30 |
| | P | 23.3% | 50.0% | 26.7% | 0% | 0% | 100% |
| 18. | F | 13 | 12 | 5 | 0 | 0 | 30 |
| | P | 43.4% | 40.0% | 16.7% | 0% | 0% | 100% |
| 19. | F | 17 | 5 | 7 | 1 | 0 | 30 |
| | P | 56.7% | 16.7% | 23.3% | 3.3% | 0% | 100% |
| 20. | F | 17 | 5 | 7 | 1 | 0 | 30 |
| | P | 56.7% | 16.7% | 23.3% | 3.3% | 0% | 100% |
| 21. | F | 17 | 5 | 7 | 1 | 0 | 30 |
| | P | 57.7% | 16.7% | 23.3% | 3.3% | 0% | 100% |
| 22. | F | 22 | 6 | 2 | 0 | 0 | 30 |
| | P | 73.3% | 20.0% | 6.7% | 0% | 0% | 100% |
| 23. | F | 22 | 6 | 2 | 0 | 0 | 30 |
| | P | 73.3% | 20.0% | 6.7% | 0% | 0% | 100% |
| 24. | F | 15 | 10 | 5 | 0 | 0 | 30 |

| | | | | | | | |
|-----|---|-------|-------|-------|-------|----|------|
| | P | 50.0% | 33.3% | 17.7% | 0% | 0% | 100% |
| 25. | F | 2 | 4 | 21 | 3 | 0 | 30 |
| | P | 6.7% | 13.4% | 70.0% | 10.0% | 0% | 100% |
| 26. | F | 8 | 15 | 7 | 0 | 0 | 30 |
| | P | 26.7% | 50.0% | 23.3% | 0% | 0% | 100% |
| 27. | F | 17 | 10 | 3 | 0 | 0 | 30 |
| | P | 56.7% | 33.3% | 10.0% | 0% | 0% | 100% |
| 28. | F | 5 | 4 | 21 | 0 | 0 | 30 |
| | P | 16.7% | 13.3% | 70.0% | 0% | 0% | 100% |

The data from the table above are the results obtained by researchers from students' answers "Reading habits by online media". The researcher interpreted the score of reading habits by online media by classifying it into three categories by using the formula :

4.4 Table frequency distribution of reading habits

| | Interval | Frequency | Percent |
|-------|----------|-----------|---------|
| Valid | 59-65 | 1 | 3.3 |
| | 66-72 | 2 | 6.7 |
| | 73-79 | 8 | 26.7 |
| | 80-86 | 8 | 26.7 |
| | 87-93 | 1 | 3.3 |
| | 94-100 | 10 | 33.3 |
| | Total | 30 | 100.0 |

based on the table above at the interval 59-65 there is 1 student interval 66-72 there are 2 students (6.7%) interval 73-79 there are 8 students (26.7) intervals 80-86 there are 8 students (26.7) 87-93 there are 1 student 3.3 and intervals 94-100 there are 10 students (33.3%).

After knowing what the frequency of the data is and dividing it into three categories, then the research interpreted the score of reading habits by online media by classifying into three category. based on the results of

calculations using the formula, the results of classification with 3 categories are obtained as shown in the table.

Table 4.5 score of reading habits in online media

| Score | Category | Frequency | Percent |
|-------|----------|-----------|---------|
| <72 | Bed | 5 | 16.7 |
| 72-85 | Fair | 12 | 40.0 |
| >86 | Good | 13 | 43.3 |
| Total | | 30 | 100.0 |

The result of English reading habits were (16%) students who acquired score <72 in bed category, 12 (40%) students who acquired 72-85 and 13 (43.3%) students who acquired >86 in good category.

2. The Result of Vocabulary mastery

The Research presented the result of vocabulary mastery at four semester of English education of IAIN Parepare.

Table 4.6 The Result of vocabulary mastery test score

| No | Code | Vocabulary mastery | γ^2 |
|----|--------|--------------------|------------|
| 1. | Item 1 | 87 | 7569 |
| 2. | Item 2 | 73 | 5329 |
| 3. | Item3 | 77 | 5929 |
| 4. | Item 4 | 63 | 3969 |
| 5. | Item 5 | 47 | 2209 |
| 6. | Item 6 | 50 | 2500 |
| 7. | Item 7 | 70 | 4900 |
| 8. | Item 8 | 57 | 3249 |

| | | | |
|-----|---------|------|--------|
| 9. | Item 9 | 57 | 3249 |
| 10. | Item 10 | 83 | 6889 |
| 11. | Item 11 | 47 | 2209 |
| 12. | Item 12 | 93 | 8649 |
| 13. | Item 13 | 50 | 2500 |
| 14. | Item 14 | 73 | 5329 |
| 15. | Item 15 | 80 | 6400 |
| 16. | Item 16 | 93 | 8649 |
| 17. | Item 17 | 67 | 4489 |
| 18. | Item 18 | 50 | 2500 |
| 19. | Item 19 | 57 | 3249 |
| 20. | Item 20 | 100 | 10000 |
| 21. | Item 21 | 93 | 8649 |
| 22. | Item 23 | 97 | 9409 |
| 23. | Item 24 | 53 | 2809 |
| 24. | Item 25 | 97 | 9409 |
| 25. | Item 26 | 90 | 8100 |
| 26. | Item 27 | 93 | 8649 |
| 27. | Item 28 | 87 | 7569 |
| 28. | Item 29 | 97 | 9409 |
| 29. | Item 29 | 100 | 10000 |
| 30. | Item 30 | 57 | 3249 |
| Sum | | 2238 | 177018 |

Table 4.7 The Mean of vocabulary mastery

| Statistics | | |
|----------------|-----------------|----|
| Y | | |
| N | Valid | 30 |
| | Missing | 0 |
| Mean | 74.60 | |
| Median | 75.00 | |
| Mode | 57 ^a | |
| Std. Deviation | 18.628 | |
| Variance | 347.007 | |
| Minimum | 47 | |
| Maximum | 100 | |
| Sum | 2238 | |

The result of the calculation shows that variabel Y was found $\sum Y = 2238$ and $\sum Y^2 = 177018$. Based on the data above, it is known that the highest score was 100 and the lowest 47 score the classification of the students score you can see.

Table 4.8 Distribution of vocabulary mastery test Score

| Interval | Frequency | Percent | Valid Percent |
|----------|-----------|-------------|---------------|
| 47-55 | 6 | Poor | 20.0 |
| 56-64 | 4 | Fair | 13.3 |
| 65-73 | 2 | Fairly good | 6.7 |
| 74-82 | 4 | Good | 13.3 |
| 83-91 | 4 | Very good | 13.3 |
| 92-100 | 10 | Excellent | 33.3 |
| Total | 30 | 100.0 | 100.0 |

Based on the data above, the researcher categorized the students' vocabulary test results according to the formula and obtained the results were

excellent 92-100 (33%) student who acquired score 83-91(13%) student who acquired 74-82 (13.3%) student who acquired 65-73 (6.7 %) student who acquired 56-64 (13.3%) student who acquired 47-55 (20%).

3. The analysis of data used SPSS

a. Testing Normality and linierity

The normality tes is a test that determines whether the residual values of the two variable of distribution are normal. The normality tes was performed using the Kolmogorov-Smirnov one sample tes on the SPSS with criteria when the asymp value. Sig. (2 –tailed) > 0.05 then means normal distribution data. .

Table 4.9 Normality test

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 30 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 14.66538188 |
| Most Extreme Differences | Absolute | .120 |
| | Positive | .120 |
| | Negative | -.091 |
| Kolmogorov-Smirnov Z | | .656 |
| Asymp. Sig. (2-tailed) | | .783 |

Based on the result, it show that the value of variable X and Y 0.783 are hight than 0.05 (0.783>0.05) it can be concluded that the data was Normal

a. Linearity of data

The linearity tes is used determine if a dependent variable with a dependen variable has a significant linear correlation or not. The study with the linearity test with SPSS. Deviaton from linearity Sig > 0.05 there

is a correlation independent variable and dependent variable. Based of the outcome linearity test that can be seen in the Anova table. The table is asa follows:

Table 4.10 linearity test

| | | | Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------------------|----------------|--------------------------|----------------|----|-------------|--------|------|
| Reading habits * Vocabulary mastery | Between Groups | (Combined) | 7189.533 | 18 | 399.419 | 1.529 | .238 |
| | | Linearity | 3826.071 | 1 | 3826.071 | 14.646 | .003 |
| | | Deviation from Linearity | 3363.463 | 17 | 197.851 | .757 | .706 |
| | Within Groups | | 2873.667 | 11 | 261.242 | | |
| | Total | | 10063.200 | 29 | | | |

The significant linearity of the students reading habits by online media above show that is significant value 0.706 which is higher than 0.05 ($0.706 > 0.05$). therefore, it can be conclude that variable X and variable Y is linear.

b. Testing Hypotesis

In this research both the students English reading habits by online media and vocabulary mastery were related by using person product moment.

Table 4.11 Score reading habits by online media and the vocabulary mastery

| NO | X | Y | XY | X ² | Y ² |
|----|----|----|------|----------------|----------------|
| 1. | 94 | 87 | 8178 | 8836 | 7569 |
| 2. | 74 | 73 | 5402 | 5476 | 5329 |
| 3. | 84 | 77 | 6468 | 7056 | 5929 |
| 4. | 83 | 63 | 5229 | 6889 | 3969 |
| 5. | 70 | 47 | 3290 | 4900 | 2209 |

| | | | | | |
|-------|--------------------|--------------------|-----------------------|------------------------|------------------------|
| 6. | 74 | 50 | 3700 | 5476 | 2500 |
| 7. | 86 | 70 | 6020 | 7396 | 4900 |
| 8. | 73 | 57 | 4161 | 5329 | 3249 |
| 9. | 91 | 57 | 5187 | 8281 | 3249 |
| 10. | 60 | 83 | 4980 | 3600 | 6889 |
| 11. | 73 | 47 | 3431 | 5329 | 2209 |
| 12. | 92 | 93 | 8556 | 8464 | 8649 |
| 13. | 70 | 50 | 3500 | 4900 | 2500 |
| 14. | 91 | 73 | 6643 | 8281 | 5329 |
| 15. | 83 | 80 | 6640 | 6889 | 6400 |
| 16. | 96 | 93 | 8928 | 9216 | 8649 |
| 17. | 81 | 67 | 5427 | 6561 | 4489 |
| 18. | 66 | 50 | 3300 | 4356 | 2500 |
| 19. | 78 | 57 | 4446 | 6084 | 3249 |
| 20. | 89 | 100 | 8900 | 7921 | 10000 |
| 21. | 86 | 93 | 7998 | 7396 | 8649 |
| 22. | 74 | 97 | 7178 | 5476 | 9409 |
| 23. | 71 | 53 | 3763 | 5041 | 2809 |
| 24. | 81 | 97 | 7857 | 6561 | 9409 |
| 25. | 95 | 90 | 8550 | 9025 | 8100 |
| 26. | 91 | 93 | 8463 | 8281 | 8649 |
| 27. | 91 | 87 | 7917 | 8281 | 7569 |
| 28. | 93 | 97 | 9021 | 8649 | 9409 |
| 29. | 94 | 100 | 9400 | 8836 | 10000 |
| 30. | 80 | 57 | 4560 | 6400 | 3249 |
| Score | $\sum X =$ 2464 | $\sum Y =$ 2238 | $\sum XY =$ 187093 | $\sum X^2 =$ 205186 | $\sum Y^2 =$ 177018 |

The data above is taken from the results of students' reading habits and scores from students' vocabulary mastery test. The result of calculated about the research as in the table above the research calculated the

correlation between reading habits by online media and vocabulary mastery using product moment formula. The project there are manual as follow:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{[n\sum X^2 - (\sum X)^2][n\sum Y^2 - (\sum Y)^2]}}$$

$$r_{xy} = \frac{30 \times 187093 - (2464)(2238)}{\sqrt{[(30 \times 205186 - (2464)^2)(30 \times 177018 - 2238)^2]}}$$

$$r_{xy} = \frac{30 \times 187093 - (2464)(2238)}{\sqrt{[(30 \times 205186 - (2464)^2)(30 \times 177018 - 2238)^2]}}$$

$$r_{xy} = \frac{5612790 - 5514432}{\sqrt{[(615610 - 6071296)(5310540 - 5008644)']}}$$

$$r_{xy} = \frac{98358}{\sqrt{(84314)(3001896)}}$$

$$r_{xy} = \frac{98358}{\sqrt{25454059344}}$$

$$r_{xy} = \frac{98358}{159543.3}$$

$$r_{xy} = 0,617$$

Table 4.12 Correlation

| | | | |
|---|---------------------|--------|--------|
| X | Pearson Correlation | 1 | .617** |
| | Sig. (2-tailed) | | <.001 |
| | N | 30 | 30 |
| Y | Pearson Correlation | .617** | 1 |
| | Sig. (2-tailed) | <.001 | |
| | N | 30 | 30 |

After statistical calculations and analysis were carried out with the help of the SPSS program computer and manuals, this study found the results of testing the hypothesis stating that there was a significant correlation between reading habits by online media and the students' vocabulary at fourth semester of English education of IAIN Parepare. Reading habits in online media and vocabulary mastery are very closely correlated with a good and adequate vocabulary. A good reader is a reader who truly understands what he read. This requires attention or concentration and closely related abilities. Experience shows that students who have a good vocabulary, and adequate vocabulary, will not encounter difficulties in answering questions. with the table of the interpretation coefficient correlation, the categories of correlation were presented in the following table.

Table 4.13 coefficient correlation interpretation

| Interval | Category |
|-------------|-------------|
| 0.00-0.1999 | Very Low |
| 0.20- 0.399 | Low |
| 0.40- 0.588 | Moderate |
| 0.60- 0.799 | Strong |
| 0.80 - 1000 | Very Strong |

There are table show index of product moment correlation was 0.61 % in the level significance 0.05.its mean that the correlation belongs to “strong correlation” and positif correlation. The correlation index r_{count} 0.617 > .The researcher calculated the contribution of the variable x to the variable y has used the formula below:

$$KP = r^2 \times 100\%$$

$$KP = 0.617^2 \times 100\%$$

$$KP = 0.380$$

Table 4.14 Summury test

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .617 ^a | .380 | .358 | 14.925 |

Based on these calculations, it is known that the coefficient of determination is 38%, which means that the reading habit variable is 38% of the vocabulary mastery variable, while the remaining 62% is caused by other factors not examined by the author. To know the rvalue based one the calculation degree of freedom was know with formula as bellow:

$$df = N - nr$$

$$N = 30 - 2$$

$$df = 28$$

Based on the table of product moment at significant value 0.05 with the $df = 28$ the values of r_{tabel} is 0.316. so that it can be seen that the correlation

between reading exhausted by online media and the students' vocabulary mastery is significant.

B. Discussion

Based on the findings, the researcher found some information about how the students' reading habit by online media and the students' vocabulary mastery at fourth semester students of English Department of IAIN Parepare. In addition, the researcher also found the correlation between them.

a. Reading habits by online media at fourth semester of English program of IAIN Parepare

According Ade Asih Susiari Tantri state Students who like to read and are used to reading will enrich their vocabulary continuously with words and ideas they get from reading. Children who are less successful in learning to read usually do not like reading and this eliminates the possibility of developing vocabulary. This means that students who read poorly hinder the opportunity to learn new vocabulary and failure to develop vocabulary hinders the improvement of reading ability. likely it is the higher the level of comprehension or the easier it is to understand the reading. Regular reading will become a habit. Accustomed students reading will have more knowledge and experience than students who rarely read. A large vocabulary will make it easier for students to understand the content of the reading.

The questions distributed in the lift are 30 questionnaires using a Likert scale. Based on the findings of reading habits in online media with a total of 30 students, the average student have good reading habits, namely a score of 82% with the fair based on the table above at the interval 59-65 there

is 1 student interval 66-72 there are 2 students (6.7%) interval 73-79 there are 8 students (26.7) intervals 80-86 there are 8 students (26.7) 87-93 there are 1 student 3.3 and intervals 94-100 there are 10 students (33.3%).

With the development of an increasingly sophisticated era, everyone likes things that are easy. By utilizing existing technology, students today can use the media to find information, especially in the field of education. From the survey conducted previously, the results of interviews with the fourth semester English of English education. Students preferred reading online because according to them it was something that could be done anywhere and anytime so it didn't take up their time. when they have time they just open their handpone and look for the information they want to know.

In terms of the results of the questionnaires distributed to students regarding reading habits of the scores received by students, it does show that they like reading in online media as well as the students' vocabulary scores, can be seen in the vocabulary score findings table. which can be seen from the high scores of their answers.

b. Students vocabulary mastery at fourth semester of English program of IAIN Parepare

Vocabulary is one aspect that is very meaningful because of all aspects Language will always use vocabulary in it. Vocabulary mastery is an aspect of language that must be mastered. The vocabulary aspects referred to in this research are aspects of synonyms, antonyms, terms, and aspects of mastering the meaning of words in context. Mastery of vocabulary is the basis of a person skilled at reading. A student is required to have a vocabulary many to

become proficient in the language. Therefore, by mastering a lot of vocabulary it is hoped that you will be able to develop power and understanding. The high tendency for students to master vocabulary in the fourth semester of English program of IAIN Parepare is very visible, based on the results of data analysis, this can be seen from their answers in answering questions. This can certainly prove that there is a relationship between the level of vocabulary mastery that students have and their habits. read online media. Mastery of vocabulary is the basis for someone being skilled at reading. A person is required to have a large vocabulary to be proficient in language. Therefore, by mastering a lot of vocabulary, a person is expected to be able to develop power and understanding. Mastery of vocabulary is expected to help fourth semester of English program of IAIN Parepare in absorbing all the information contained in the reading, so that they can understand better and find it easier to understand the meaning and content of the reading.

- c. The Correlation between students reading Habit by online media and the students Vocabulary Mastery at fourth semester of English program of IAIN Parepare

The result of calculated about the research as in the table above the Research calculated the correlation between reading habits by online media and vocabulary mastery using product moment formula. The project there are manual as follow. From the results of the research obtained by the researcher, with the data that has been analyzed the researcher concludes that the habit of reading in online media does have an effect on vocabulary mastery where the

rvalue is greater than rhitung and seen from the relationship category. the results of this study are categorized as strong which can answer the hypotheses that have been made before. This does not deviate from the framework in the previous chapter that there is a significant relationship if students read a lot, then their vocabulary comprehension skills will also be high, and if students' reading habits are low, then their vocabulary comprehension will also be low.

The researcher also found the information about whether there is a correlation or not . Based on the findings, the value of Pearson correlation (rxy) between reading habit and vocabulary mastery is 0.617 and the value of rtable at significant value 0.05 with df= 30 is 0.361. So, it can be concluded that $r_{xy} (0.617) > r_{table} (0.361)$ which means there is a significant correlation. It means H_a is accepted and H_o is rejected. Based on these calculations, it is known that the coefficient of determination is 38%, which means that the reading habit variable is 38% of the vocabulary mastery variable, while the remaining 62% is caused by other factors not examined by the author. The result of calculated about the research as in the table above the Research calculated the correlation between reading habits by online media and vocabulary mastery using product moment formula.

One can compose word for word, words into sentences, and sentences are arranged into a paragraph, if that person has a large vocabulary. Things that can help someone to have the vocabulary among them, namely many read. Reading activities need to be familiarized from an early age, namely starting with children knowing letters. Make reading activities a necessity and

be fun for students. Where to read anywhere and anytime as long as there is desire, passion, and motivation. If this is realized, it is hoped that reading can become a part of life which cannot be separated. Many factors are causes of reading disabilities, but according to researchers' suspicions, factors Reading habits seem to have an effect on students' reading comprehension.



CHAPTER V

CLOSING

A. Conclusion

Based on the data, findings, and discussion in the previous chapter, the correlation between students' reading habits and vocabulary it can be concluded there is a significant relationship between reading habits in online media and students' vocabulary mastery. This correlation is indicated by a correlation coefficient r_{count} of more than 0.617 greater than r_{table} 0.361.

Based on the results of research and discussion, as well as several conclusions that exists, the implications that can be put forward from the results of the study are as follows. There is a positive and significant relationship between reading habits with mastery of student vocabulary, the results of this study can be used as material consideration for lecturers to give more reading assignments and identify new words through questions of increased student vocabulary mastery. A positive and significant relationship between habits reading and vocabulary mastery, the results of this study can be used as material for consideration for students to always familiarize and enrich yourself by improving your reading habit, all at once improve vocabulary mastery with full awareness without it coercion from anyone

B. Suggestion

Based on the conclusion of the study, the researcher hopes to provide some suggestions regarding this study to teachers, students, and other researchers. These suggestions are as follows:

1. English Teacher

To improve reading habits, teachers are expected to always improve reading habits in students. For that the teacher of awareness very necessary in improving the quality of learning with always providing variations of reading texts To increase understanding of vocabulary mastery, the teacher might be able to provide questions to improve students' vocabulary mastery

2. Students

Students should have the desire and willingness to improve the habit of reading from an early age by instilling that reading is a necessity and should always get used to reading in order improve vocabulary mastery

3. Another Research

This study aims to see how reading habits relate to students' vocabulary mastery. Other researchers can follow this research in different contexts to find more measures to find out the correlation between habits and vocabulary mastery. This research can be used as a source before researchers conduct action research related to the relationship between reading habits in improving students' English mastery.

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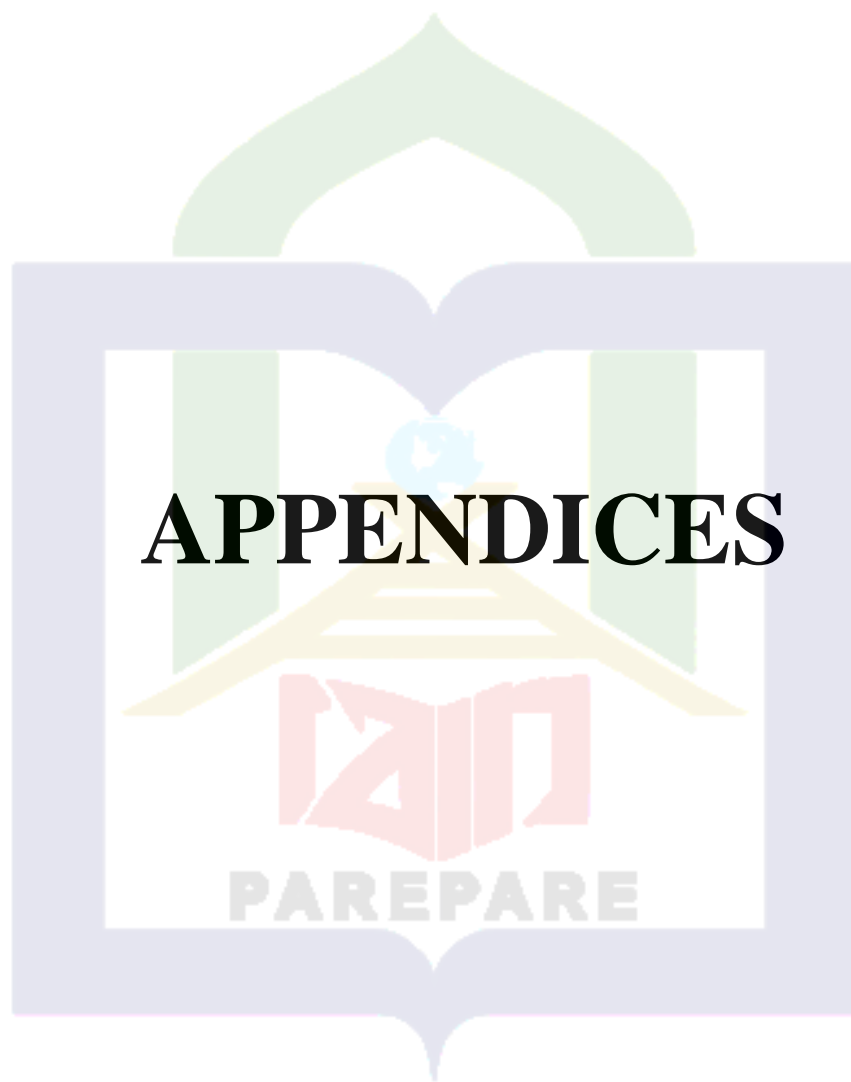
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APPENDICES

Appendix 1

| | |
|---|---|
|  | <p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id</p> |
| <p>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</p> | |

NAMA : NURFADILLAH
NIM : 18.1300.033
FAKULTAS/PRODI : TARBIYAH/PENDIDIKAN BAHASA INGGRIS
JUDUL : THE CORRELATION BETWEEN THE STUDENTS'
READING HABITS BY ONLINE MEDIA AND THE
STUDENTS' VOCABULARY MASTERY AT THE
FOURTH SEMESTER OF ENGLISH PROGRAM OF
IAIN PAREPARE

INSTRUCTION FOR FILLING QUESTIONNAIRE

1. Read and understand carefully each of the following statements then answer all statement according to your actual situation and feeling
2. Choose one of the five answer provided. For answer scale SA, A, N, D, and SD

Description

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

3. Put a check mark (✓) on the answer you choose.
4. In giving answer there is no right or wrong. Try to give an answer that fits your situation and don't miss it. Confidentiality in filling out this questionnaire will be maintained. Thank you for participation and willingness to fill out this questionnaire.

A LIST OF QUESTIONS

Name :

Reg.Number :

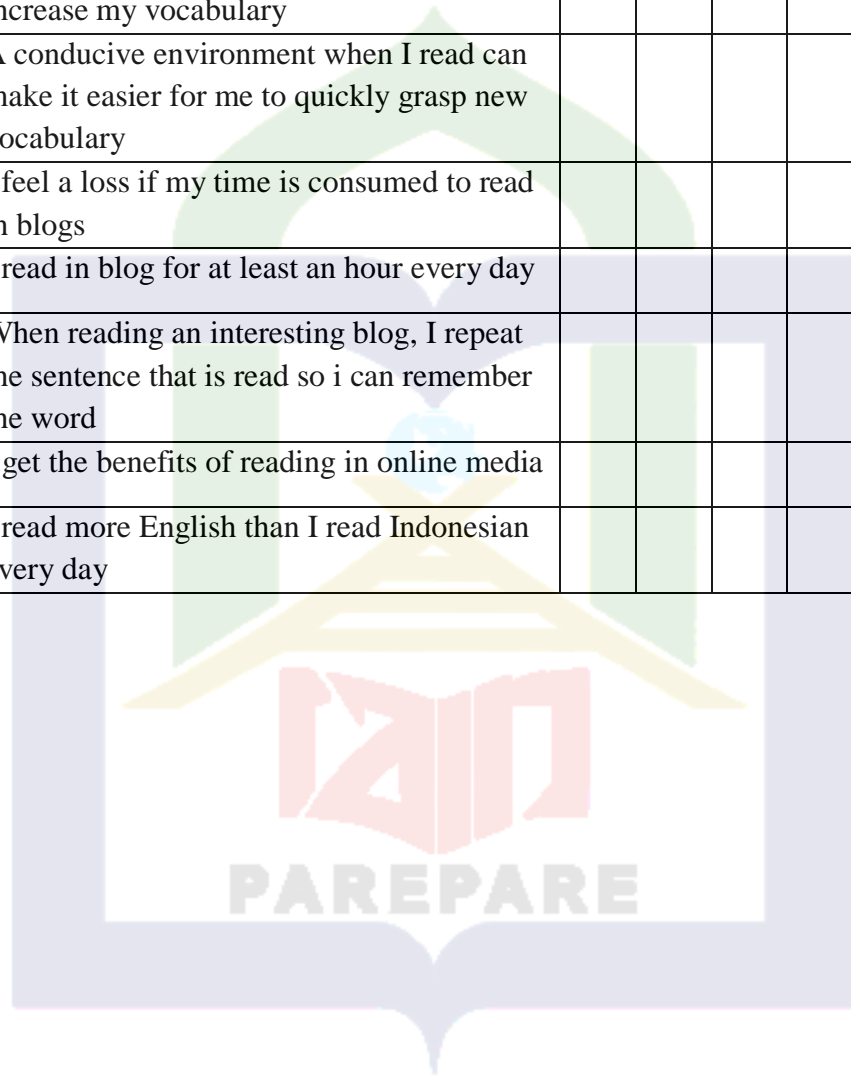
Semester :

Class :

| No | Statement | Alternative Answer | | | | |
|----|---|--------------------|---|---|---|----|
| | | SA | A | N | D | SD |
| 1. | I prefer to read online media by accessing blogs than reading books for vocabulary mastery | | | | | |
| 2. | I read blogs about education because of my own desire | | | | | |
| 3. | Reading sources in online media can help me find information | | | | | |
| 4. | I think reading online media is fun, especially blogs | | | | | |
| 5. | I think reading through online media to find information on educational blogs helps me to improve my reading habits | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| 6. | I provide special time to read by education blogs | | | | | |
| 7. | Reading online media especially educational blogs has a positive influence on reading activities | | | | | |
| 8. | Online media provides access to make it easier for me to study because it can be accessed anywhere and anytime. | | | | | |
| 9. | Online media makes it easier for me, especially when reading things on blogs that can broaden my horizons | | | | | |
| 10. | If there are words in the reading that i do not understand, I will look up their meaning in the dictionary online | | | | | |
| 11. | I am a student who diligently accesses blogs for learning needs | | | | | |
| 12. | when accessing blogs in online media, I only read English reading | | | | | |
| 13. | after reading, I make a conclusion from what I read | | | | | |
| 14. | reading repeatedly can add to my vocabulary mastery | | | | | |
| 15. | I read every day through blogs about the information I need | | | | | |
| 16. | When going to read, I focus my mind | | | | | |
| 17. | I read blogs with a relatively short time | | | | | |
| 18. | when I want to read and find information on blogs I only read when the reading is interesting to me | | | | | |
| 19. | When my friend read interesting information on the blog, I was interested to read it | | | | | |
| 20. | When reading I underline the words I don't know | | | | | |
| 21. | When I read don't like anyone disturbing | | | | | |

| | | | | | | |
|-----|--|--|--|--|--|--|
| 22. | I am happy if my vocabulary increases | | | | | |
| 23. | English students have to read a lot to know a lot of vocabulary | | | | | |
| 24. | I am more interested in reading blogs in the form of articles than fiction stories to increase my vocabulary | | | | | |
| 25. | A conducive environment when I read can make it easier for me to quickly grasp new vocabulary | | | | | |
| 26. | I feel a loss if my time is consumed to read in blogs | | | | | |
| 27. | I read in blog for at least an hour every day | | | | | |
| 28. | When reading an interesting blog, I repeat the sentence that is read so i can remember the word | | | | | |
| 29. | I get the benefits of reading in online media | | | | | |
| 30. | I read more English than I read Indonesian every day | | | | | |



Appendix 2

VOCABULARY TEST

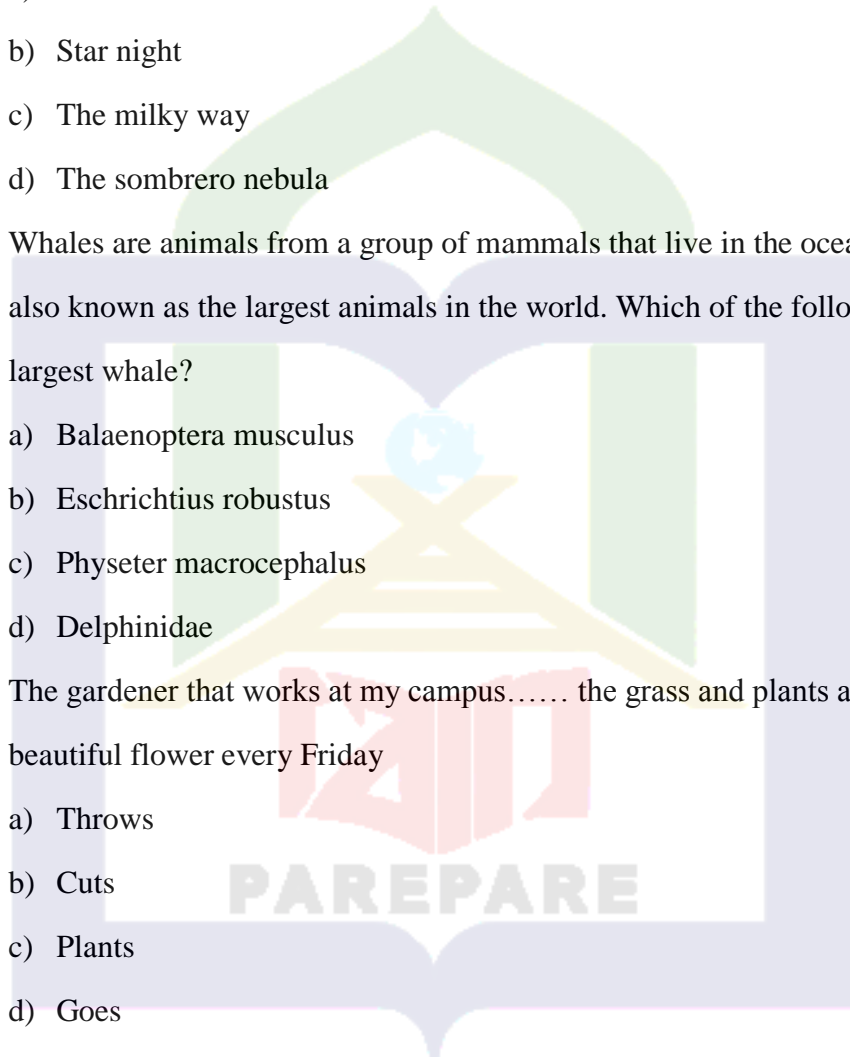
| | |
|-------|--|
| Name | |
| class | |

Choose one of the four choices that you think is the right answer then cross (X) on your chosen answer

1. Many tourists go to toraja each years. They like to go on trips for the fun, because Toraja is one of the places that has so many **famous** attractions.

Choose the synonym of the bold word?

- a) Surprising
 - b) Colossal
 - c) Well-known
 - d) Insight
2. the police will..... anyone from leaving the building to find out who stole the man's money
- a) Avoid
 - b) Prevent
 - c) Recount
 - d) Throw
3. Flower with It is quite large, with a diameter of more than one meter. weighing approximately 10 kg and can only survive seven days and cannot carry out photosynthesis, what flower is that?
- a) Dandelion
 - b) Reflesia arnoldy

- 
- c) Calla lily
- d) Chamomile
4. the earth is in a galaxy called?
- a) Cone nebula
- b) Star night
- c) The milky way
- d) The sombrero nebula
5. Whales are animals from a group of mammals that live in the ocean and are also known as the largest animals in the world. Which of the following is the largest whale?
- a) Balaenoptera musculus
- b) Eschrichtius robustus
- c) Physeter macrocephalus
- d) Delphinidae
6. The gardener that works at my campus..... the grass and plants a very beautiful flower every Friday
- a) Throws
- b) Cuts
- c) Plants
- d) Goes
7. The elephant couldn't walk because it's food were....
- a) Spoiled
- b) Damaged
- c) Injured

- d) Destroyed
8. Herpes B is generally an..... monkey, but may also be transmitted to humans.
- a) Ailment
 - b) Aroma
 - c) Behavior
 - d) Vice
9. It's a good presentation today, but it'sthat the boss will agree with you
- a) Unprobably
 - b) Improbably
 - c) likely
 - d) unlikely
10. A: Indonesia! That's a long way from New York. I think I saw your country on the news a few days back because it just had an earthquake?
- B : Yes, there was a pretty huge earthquake a few days ago. It reached from Jakarta all the way to Bandung. People were pretty.....then because the big cities rarely ever felt an earthquake that big
- a) Shocked
 - b) Shock
 - c) Upset
 - d) be taken aback
11. Whice of the following is a synonym for spread?
- a) Explain

- b) Dissemination
- c) Nearly
- d) Accomplish

12. known tribe traditionally pastoral nomads, dwelling year-round in portable dome-shaped tents called gers, constructed of dismountable wooden frames covered with felt

- a) Kazakh
- b) Indian
- c) Goroka
- d) gaucho

13. Charles babbage computer which is very important for us now

- a) Invented
- b) Invention
- c) To invent
- d) Invent

14. Rudi is always worried about his future, he always thinks whether he can't get a job and be liked by many people. therefore he decided to go to a psychologist. "psychologist" means persons?

- a) person who makes things out of wood and repairs them
- b) someone who writes scripts for film and plays
- c) person who puts out fires
- d) someone who helps overcome problems that affect the mental state, thought and human behavior

15. the rain that didn't let up resulted in flooding, because of that the townspeople decided toEveryone had to move to a new area.
- a) Evacuate
 - b) Stay
 - c) Clean
 - d) Escape
16. You should.... driving license if you drive a car on high way otherwise the police give you a ticket
- a) Has
 - b) Having
 - c) Have to
 - d) Has to
17. I have to save money every mount, otherwise I won't be able to take a vacation to Toraja
- a) But I will not be able
 - b) If I don't won't be able
 - c) I Certainly will be able
 - d) Therefore, I will be able
18. An educated person is illustrated by his polite speech The word polite here means.
- a) Courteous
 - b) Cross
 - c) Coarse
 - d) Courage

19. In the company, we need... person to operate the system on the computer
- a) An experienced
 - b) That is experienced
 - c) Who is experiencing
 - d) An experiencing
20. As he does not speak Indonesian, the research hired..... When he went to eastern part of Indonesia to do research on dragons
- a) A reporter
 - b) An interpreter
 - c) A surveyor
 - d) An assistant
21. "...Photovoltaic components are the components needed to convert light into electricity". The underlined words means ...
- a) Change
 - b) Influence
 - c) Improve
 - d) Obtain
22. Most fourth semester students in this class can English fluently. The others still have a lot of practice
- a) To speak
 - b) Speak
 - c) Spoke
 - d) Speaking
23. Flood is an unpredictable natural disaster.

- a) Calculated
 - b) Estimated
 - c) Explained
 - d) Analyzed
24. she was never interested in physics until she got a very good teacher. We may conclude that at present
- a) she avoids doing physics
 - b) She hates physics
 - c) She like physics
 - d) She trying to make physics interesting
25. At first, I'm afraid you might have GERD but there wasn't any other symptom, Aside from irregular eating schedule, you also ate to much spicy food. Try to.....yourself from any spicy food from now.
- a) Restrain
 - b) Let
 - c) Adapt
 - d) Require
26. The lion is one of the most feared predators in this forest. The word predators here means.
- a) Hubted animal
 - b) Plant-eating animal
 - c) Other animal eaters
 - d) Shy animal
27. Which of the following is a synonym for authentic?

- a) Fictitious
b) Accurate
c) Erotic
d) Austere
28. There are three kinds of shop of galaxy. One of them is, except...
- a) Not specifies
b) Oval
c) Spiral
d) Square
29. Our teacher never..... England Even though he wanted to go there to learn the language and culture that was there
- a) Visited
b) Has visited
c) Visits
d) Had visited
30. This sprawling building is a plastic recycling facility. The work plastic recycling here means..
- a) The way to collect plastics
b) Step to selling plastic's product
c) The process of waste plastics and reprocessing the material into useful product
d) The proses of how to make a bottle of plastics
31. In 2004 there was a tsunami in Aceh. Tsunami is a very large sea wave that is.... By disturbance along the floor of the acean

- a) Influenced
 - b) Generated
 - c) Resulted
 - d) Caused
32. In hongkong, people rarely use public transportasi the rest prefer to walk. The underlined words means..
- a) Any
 - b) Most of
 - c) The other
 - d) Both
33. In the era of globalization marked by increasing global competition, ... and the quality of work must be improved and prioritized
- a) Product
 - b) Productive
 - c) Production
 - d) Productivity
34. Mel ... her mother before she came home from study tours in the Toraja area to studying the culture of the Toraja people
- a) Phones
 - b) Phoned
 - c) Has phoned
 - d) Had phoned
35. The government built levee to anticipate flooding. The meaning of the word “anticipate”

- a) Overcome the problems
 - b) Reduce the problem
 - c) Prevent that from happening
 - d) Solve problems that have occurred
36. Choose the correct answer
- a) I have visited Indonesia last week
 - b) I visited Indonesia last week
 - c) I have been visited Indonesia last week
 - d) I will visited Indonesia last week
37. Experts always conduct research to find technological **innovations** .
- a) Development
 - b) Progress
 - c) Renewal
 - d) Many kinds of
38. A : There are some people with master's degree that are having difficulty to find a job because of their lack experience of work
- B : It's very unfortunate, but as I said earlier, education opens more opportunities.....many PAREPARE and institutions which will hire people with higher educational background even without work experience. All we need to do is that only to keep trying until we get what we want. Besides, there is nothing wrong to keep studying. I believe knowledge that we obtain from studying in college will really useful for us.
- a) There are
 - b) Have had

c) Will have

d) There is

39. Official who is in control of a court and decides how criminals should be punished.

a) Chambermaid

b) Engineer

c) Lawyer

d) Judge

40. On my way to the Hospital, I ... a friend whom I had not met for years

a) Ran off

b) Ran over

c) Ran into

d) Ran down


Parepare, 24th May, 2023

Cognizant of,

Principal Supervisor

Co-Advisor


Dr. Abd. Haris Sunubi
NIP.19750308 200604 1 001


Dr. Mujahidah, M.Pd
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**KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2929 TAHUN 2021
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBIYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2021;
b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
8. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
9. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
10. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307381/2021, tanggal 23 November 2020 tentang DIPA IAIN Parepare Tahun Anggaran 2021;
b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor. 140 Tahun 2021, tanggal 15 Februari 2021 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2021.

MEMUTUSKAN

- Menetapkan** : **KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2021;**
- Kesatu** : Menunjuk saudara, 1. Dr. Abd. Haris Sunubi, M.Pd.
2. Mujahidah, M.Pd.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :
Nama : Nurfadillah
NIM : 18.1300.033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence Of Reading Habits Online Media On Student Vocabulary Mastery At Third Semester Of English Program Of IAIN Parepare
- Kedua** : Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- Ketiga** : Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
- Keempat** : Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Parepare
Pada Tanggal : 14 September 2021

Dekan,

H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

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P.O. Box 104 Parepare 91000, website: www.iainparepare.ac.id, email: email_iain@iainparepare.ac.id

Nomor : B.3008/In.39/FTAR.01/PP.00.9/07/2023

06 Juli 2023

Lampiran : 1 Bundel Proposal Penelitian

H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare

C. q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

Kota Parepare

Assalamu Alaikum Wr. Wb.

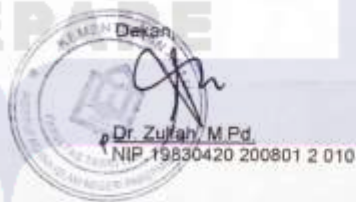
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

| | |
|--------------------------|--|
| Nama | : Nurfadillah |
| Tempat/Tgl. Lahir | : Kamara, 25 November 1999 |
| NIM | : 18.1300.033 |
| Fakultas / Program Studi | : Tarbiyah/ Pendidikan Bahasa Inggris |
| Semester | : X (Sepuluh) |
| Alamat | : Jl. Lasinrang, Desa Temmassarangnge, Kec. Paleteang, Kab. Pinrang |

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan skripsi yang berjudul **"The Correlation Between The Students' Reading Habits by Online Media And The Students Vocabulary Mastery At Fourth Semester Of English Program Of IAIN Parepare"**. Pelaksanaan penelitian ini direncanakan pada bulan Juli sampai bulan Agustus Tahun 2023.

Demikian permohonan ini disampaikan atas perkensen dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.



Tembusan:

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah

SRN IP0000669



PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. Bandar Madani No. 1 Telp (0421) 23594 Faksimile (0421) 27719 Kode Pos 91111. Email : dpmpstp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 672/IP/DPM-PTSP/7/2023

Dasar : 1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
 2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
 3. Peraturan Walikota Parepare No. 23 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

MENGIZINKAN

KEPADA
 NAMA : **NURFADILLAH**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**
 Jurusan : **TADRIS BAHASA INGGRIS**

ALAMAT : **JL. LASINRANG, KEC. PALETEANG, KAB. PINRANG**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **THE CORRELATION BETWEEN THE STUDENTS READING HABITS BY ONLINE MEDIA AND THE STUDENTS VOCABULARY MASTERY AT FOURTH SEMESTER OF ENGLISH PROGRAM OF IAIN PAREPARE**

LOKASI PENELITIAN : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

LAMA PENELITIAN : **10 Juli 2023 s.d 19 Juli 2023**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
 b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
 Pada Tanggal : **12 Juli 2023**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE



Hj. ST. RAHMAH AMIR, ST, MM
Pangkat : Pembina Tk. 1 (IV/b)
NIP : 19741013 200604 2 019

Biaya : Rp. 0.00

- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 3
- Informasi Elektronik dan/atau Dokumen Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah
- Dokumen ini telah diandatangani secara elektronik menggunakan **Sertifikat Elektronik** yang diterbitkan **BSvE**
- Dokumen ini dapat dibuktikan keasliannya dengan terdaftar di database DPMPSTP Kota Parepare (scan QRCode)





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBİYAH

Alamat : Jl. Arwal Balaq No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

SURAT KETERANGAN TELAH MENELITI
NOMOR : B.3253/In.39/FTAR.01/PP.00.9/07/2023

Yang bertanda tangan di bawah ini,

Nama : Dr. Zulfah, M.Pd.
NIP : 19830420 200801 2 010
Pangkat / Golongan : Pembina / IV a
Jabatan : Dekan Fakultas Tarbiyah

Instansi : Institut Agama Islam Negeri Parepare

dengan ini menerangkan bahwa

Nama : Nurfadillah
NIM : 18.1300.033
Fakultas/Prodi : Tarbiyah/ Pendidikan Bahasa Inggris
Alamat : Jl. Lasinrang, Kec. Paleteang, Kab. Pinrang

Benar telah melakukan penelitian di Fakultas Tarbiyah Institut Agama Islam Negeri (IAIN) Parepare mulai bulan Juni 2023 sampai dengan bulan Juli 2023, dengan judul penelitian "The Correlation Between The Students Reading Habits By Online Media And The Students Vocabulary Mastery At Fourth Semester Of English Program Of IAIN Parepare".

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk digunakan sebagaimana mestinya.

Parepare, 20 Juli 2023

Dekan



Dr. Zulfah, M.Pd.
NIP. 19830420 200801 2 010

CURRICULUM VITAE



Nurfadillah was born on December 25th 1999 in Kamara. She is the first child from four siblings in her family, her parents name is Usman and Marwana. She is a student of English Education Program in Tarbiyah Faculty at State Islamic Institute (IAIN) Parepare. Her education background, she began her study in 2006 at SDN 11 Pinrang, and graduated in 2011 and then she continued her studys at Mts.N Pinrang and finished in 2014 After that the writer continued her studies at MAN Pinrang and graduated in 2017. Then continued her study at Tarbiyah Faculty of IAIN Parepare on 2018 and completed her study with the title “The Correlation between the Reading Habits by Online

Media and the students’ Vocabulay Mastery at the Fourth Semester of English Program of IAIN Parepare.

