THE RELATIONSHIP BETWEEN INTEREST IN READING AND ENGLISH VOCABULARY MASTERY AT FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT
The aim of this research is to know whether there is a relationship between students’ interest in reading and English vocabulary mastery at fifth grade in Elementary School students at Labschool Jakarta. This research used quantitative method by applying co-relational approach. The population of this research is the fifth grade elementary school students in Labschool, with 60 students as respondents using simple random sampling from 3 different schools, Labschool Rawamangun East Jakarta, Labschool Setia Budi South Jakarta and Labschool Kebayoran South Jakarta (Private elementary schools). Hence, the data collection obtained through filling 30 questionnaire items measured with a Likert’s scale and were given 32 test items to all respondents. There is a positive and significant relationship between interest in reading and English vocabulary mastery at fifth grade elementary school students in 3 Labschool schools in Jakarta. In addition, through the coefficient of determination test obtained, the variant of the English vocabulary mastery is determined by the interest in reading. Then, the conclusion of this research is that, there is a positive relationship between the interest in reading and English vocabulary mastery at fifth grade elementary school students in three Labschool private Elementary Schools in Jakarta.

Keywords: English Vocabulary mastery, interest in reading, elementary school student

INTRODUCTION

One of international languages that are commonly used by almost all countries in the world is English. As one language that is recognized and used in the International level, English is also strengthening its position further as the language which must also be controlled by various countries in the world. Therefore, being able to speak English is to be one of the many capabilities that must be held by many people if they want to compete in the era of globalization. While, at the same time English can foster intensive relations between nations. Mastering the English language means learning all the components in it. They start from sentence structure, vocabulary, idioms, speaking, to the pronunciation.

The competency standards for English subjects contained in decree No. 22-23 / 2006 on content standard and competency Standards, which states that teaching English in primary schools directed to develop the skills of students in reading, writing, speaking and listening in order to primary school graduates are able to communicate in English in accordance with the symbol that are used. Based on government regulation on basic framework and the structure primary school curriculum/government elementary school, explained that the position of the English language is shifted into extracurricular activities, is no longer a local content depending on conditions and policies of each education institution. Competency standards of
primary school students were initially able to communicate and discourse in English elementary level will be more difficult to achieve with the limited number of hours of lessons. This also means reducing the ability of students in the international language. Reading habits with all its benefits has been inserted into one powerful way to have a good knowledge of the quality of life. In addition, the introduction and understanding of the vocabulary can also be obtained by reading the dictionary or to see and read the words of the English language that is often found in the neighborhood. In other words, the more reading in English means the more controlled vocabulary of the English language. Although, there are some people who think that reading is a boring activity if done in a long time. According to explanation mentioned above, this study looked at the relationship between interest in reading with mastery of English vocabulary elementary school students. Thus, this study examined the range of tests related to various types of vocabulary that has been learned in fifth grade elementary school students. While the independent variables, this study provides a questionnaire filled out by students about the reading interests of the simple reading books and writing in English.

**THEORI**

Language is very important for human, especially to communicate with other human beings. Chaer and Agustina (in Chaer and Agustina, 2010, p.15) argue that language functions can be viewed from the angle of the speaker, the listener, the topics, the code, and the mandate of the conversation as follows.

1. **Personal functions**: express attitude towards what the speaker said.
2. **Directive function**: regulate the behavior of listeners.
3. **Fatigue function**: relationships, preserve, exhibit or friendly feelings of social solidarity which is accompanied by a smile, a shake of the head, hand gestures, or the blink of an eye.
4. **Function referential**: talk about objects or events that surround the speakers.
5. **Function metalinguistic**: talk about the language itself, or explain other issues such as the economy, and science
6. **Function imaginative**: to convey thoughts, ideas and feelings, either actual or merely imaginary.

Based on theories about the language, it can be defined that language as a system which consists of an arbitrary or symbols being owned and used by living things to communicate.

Chomsky in Linguistic Theory Navitis, argued that humans are born equipped with a tool for language acquisition that is commonly known as the Language Acquisition Device (LAD). This allows a child to process the language, to remember and produce the correct conversation. LAD facilitates humans, particularly children, to be able to learn the language though not until towards the development of speech. The most important thing is, every child has equipped with knowledge of language beforehand since her/his childhood age and will be developed furthermore with the passing of the age and the development of knowledge. In other words, it is not a child her/himself who may not adapt at speaking a foreign language if it has been taught to her/him since childhood.

Based on the theories above, it is formulated that English is a symbol derived from the United Kingdom as a means of communication as well as an international official intermediate language for various different nations.

**Vocabulary**
The word is the most important element in the language. While vocabulary is a combination or set of words. Chaer found that there might not be a language without words (Chaer, 2006: p. 86). For the word is the embodiment of the language. A combination of words that exist in a language will commonly create which is called the vocabulary. When talk about the vocabulary in essence, it is also talked about the words exist in a language. (Hasanuddin, 2002: p. 89). More emphasis on vocabulary as a whole word is available in a language, when there is communication between the reader and the writer. So that output which digested by the readers will depend on how much vocabulary they have mastered. Readers can not receive messages from the author when mastery of English vocabulary of the reader is lower than the author. Instead, the reader can receive and understand the message of the author when the mastery of English vocabulary owned or higher commensurate readers of the author.

A person's ability to use the right vocabulary is a very important discussion in the context of speaking. Richard et al, (2010: P.23) assert that vocabulary is divided into three categories, among others: (1) the core words (content vocabulary), the basic vocabulary which form an article that is valid, such as noun, verb, etc. (2) Words that function (function words), bind and unify the vocabulary and sentences so as to form a good exposure in a writing. (3) The combined words (cluster words), that vocabulary can not stand alone, but it is always combined with other words to form different meanings. For example, the word look can be meant looking when combined with the word for, becoming look for.

Someone could use the appropriate vocabulary and the situation where if he understood correctly the meaning of each of the vocabulary he has in mind. Based on the above definition, it is clear that it is important to be able to learn the language properly and master the English vocabulary. Everyone learns to speak by learning words individually. Keraf says that the vocabulary should be constantly reproduced and expanded, in accordance with the demands of an increasingly mature age who want to know everything (Keraf, 2007: p. 64). Mastering the rules of grammar in general can only be developed through the patterns of adult sentence. These patterns certainly limited, in line with a variety of human activities undertaken in everyday life, while the vocabulary can not be restricted. Therefore, the mastery of English vocabulary should be developed in a way that is infinite, the method was adapted to the characteristics of each individual.

Learning English Vocabulary in Primary Schools

English vocabulary in primary school students, will generally be more emphasis to the words that are concrete. At the time of the children learn, they can find out a lot of basic vocabularies that are around them, such as the names of body parts, vocabulary related to something, and kinship terms. They have also begun to determine the properties of objects, the vocabulary of universal objects such as animal names, as well as studying the antonym of a word according to the curriculum presented.

Application of the use of English vocabulary which has been controlled by the fifth grade of elementary school students is the accumulation of material in English that students have been studied from grade one to grade four. Based on the series along with the Basic Competence Competency Standards English subjects contained in the Curriculum Education Unit, there are four general competencies that should be studied in the context of primary school students in English, they namely are to understand the instructions to the action, to disclose information, to understand writing, spelling and copy writing are very simple. The fourth competency repeatedly studied students that are ranging from first grade till sixth grade, with different difficulty levels and a wider range in each grade level. The competency is starting from the context of the classroom, some learners, to the school context. The series
of English vocabulary in several groups of students have mastered the material in the early days of the fifth grade of primary school.

Table 1
Competency Standards and Basic Competency in five Grade

<table>
<thead>
<tr>
<th>Class</th>
<th>Mastery of English vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>- The objects that exist in the classroom</td>
</tr>
<tr>
<td></td>
<td>- Verbs simple</td>
</tr>
<tr>
<td></td>
<td>- Asking an object</td>
</tr>
<tr>
<td></td>
<td>- Pronoun</td>
</tr>
<tr>
<td></td>
<td>-- Comparing the size of an object Stationery</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary game</td>
</tr>
<tr>
<td></td>
<td>- Responding to the verb</td>
</tr>
<tr>
<td></td>
<td>- The phrase belongs</td>
</tr>
<tr>
<td>Class 2</td>
<td>- a simple phrase</td>
</tr>
<tr>
<td></td>
<td>- Name of the month</td>
</tr>
<tr>
<td></td>
<td>- The name of the day</td>
</tr>
<tr>
<td></td>
<td>- Name of the animals</td>
</tr>
<tr>
<td></td>
<td>- The types of sports</td>
</tr>
<tr>
<td></td>
<td>- Miscellaneous position or location of an object</td>
</tr>
<tr>
<td></td>
<td>- Stationery</td>
</tr>
<tr>
<td></td>
<td>- Numbers</td>
</tr>
<tr>
<td>Class 3</td>
<td>- Miscellaneous clothing</td>
</tr>
<tr>
<td></td>
<td>- Name of vegetables</td>
</tr>
<tr>
<td></td>
<td>- The fruits</td>
</tr>
<tr>
<td></td>
<td>- Miscellaneous basic verb</td>
</tr>
<tr>
<td></td>
<td>- Adjectives</td>
</tr>
<tr>
<td></td>
<td>- The types of emotions or feelings</td>
</tr>
<tr>
<td>Class 4</td>
<td>- The expression of apology</td>
</tr>
<tr>
<td></td>
<td>- Colors</td>
</tr>
<tr>
<td></td>
<td>- The objects that exist in the classroom</td>
</tr>
<tr>
<td></td>
<td>- The types of professions</td>
</tr>
<tr>
<td></td>
<td>- Spelling letters</td>
</tr>
<tr>
<td></td>
<td>- The names of family members</td>
</tr>
<tr>
<td></td>
<td>- Household Appliances</td>
</tr>
<tr>
<td></td>
<td>- The parts of the body</td>
</tr>
<tr>
<td></td>
<td>- Transport</td>
</tr>
</tbody>
</table>

Competency Standards English subjects at the primary level Curriculum Education Unit is based on Government Regulation. At the competency standards, it is mentioned that the final target of the aspect of reading is to understand the meaning of the instructions, information, short text, and descriptive text in a very simple pictorial submitted in writing in the context of the classroom, school, and neighborhood. It should be noted that there is some materials on class one, two, three and four learned back in grade five. It is intended that students recall the materials that have been learned in the previous class, capable of studying the same material at a higher difficulty level than the previous class, giving rise to a new understanding of a more mature and can be combined with an understanding of English vocabulary.
Table 2.
Competency Standards and Basic Competency for English Subject in Five Class

<table>
<thead>
<tr>
<th>Class</th>
<th>Competency Standard</th>
<th>Basic Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>fifth grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester one</td>
<td>1. Understand the instructions are very simple with action in the context of the school.</td>
<td>1.1. Respond instructions are very simple with action acceptable in the context of the classroom and school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 Respond very simple verbal instructions.</td>
</tr>
<tr>
<td></td>
<td>2. Expressing information and instructions are very simple in the context of the school.</td>
<td>2.1. Conversation to participate in actions that involve thanking speech acts: to give an example of doing something, gestured, and give instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2. Chatted to request / provide the services / goods are grateful that involves speech acts: ask for help, give help, ask for goods, and give the goods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.3. Conversation to ask / give information thanking involving speech acts: introduce themselves, invite, ask for permission, license, approve, not approve, and banned.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Show grateful politeness that involve the expression: Do you mind...and Shall we...</td>
</tr>
<tr>
<td></td>
<td>3. Understanding written English and very simple picture text descriptive in the context of the school.</td>
<td>3.1. Reading aloud with expression, emphasis and intonation accurately and grateful that involve: words, phrases, and very simple sentences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.2. Understanding sentences, written message, and the text is very simple descriptive picture appropriate and acceptable.</td>
</tr>
<tr>
<td></td>
<td>4. Spelling and copying simple sentence in the context of the classroom.</td>
<td>4.1. Spelling very simple sentences accurately and acceptable.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4.2. Write simple sentences appropriately and grateful as: congratulations, thank you, and invitations.</td>
</tr>
<tr>
<td>fifth grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester two</td>
<td>5. Understanding instructions are very simple with action in the context of the school.</td>
<td>5.1. Respond instructions are very simple with action acceptable in the context of the school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5.2. Respond very simple verbal instructions.</td>
</tr>
<tr>
<td></td>
<td>6. Expressing very simple instructions and information in the</td>
<td>6.1. Conversation to participate in actions that involve thanking speech acts: to give an example of doing something, gestured, and give instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Competency Standard</td>
<td>Basic Competence</td>
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</tr>
<tr>
<td></td>
<td>context of the school.</td>
<td>instructions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.2. Conversation to request / provide the services / goods grateful that involve speech acts: ask for help, give help, ask for goods, and give the goods.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.3. Conversation to ask / give information and thanking that involve speech acts: to give information, give opinions, and ask for clarification.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6.4. Express politeness are grateful that involve the expression: Do you mind ... and Shall we ...</td>
</tr>
<tr>
<td>7.</td>
<td>Understanding written English and very simple picture descriptive text in the context of the school.</td>
<td>7.1. Reading aloud with expression, emphasis and intonation accurately and grateful that involve : words, phrases, sentences very simple, and very simple text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.2. Understanding sentences, written message, and the text is very simple descriptive picture accurately and acceptable.</td>
</tr>
<tr>
<td>8.</td>
<td>Spelling and copying a simple sentence in the context of the school.</td>
<td>7.3. Spelling very simple sentences appropriately and grateful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7.4. Copy and write simple sentences appropriately and grateful as: congratulations, gratitude, and sympathy.</td>
</tr>
</tbody>
</table>

**Definition of Reading**

One of the four competencies that must be mastered in the process of speaking is reading. Reading is the initial process for humans to understand, think, and decide attitudes and behavior. Therefore, each person has a different set of reading activities from others. From that argument, it can be interpreted that every person has the style of reading and reading interests of its own. The types of readings could reflect one's personal interest and the character of the reader. Christine states that reading can be seen as a communication process that consists of two processes, namely encode and decode. The communication process is created and sent by the author (sender) to the reader (reader) through a text or information that is in the mind of the author, which are arranged in the form of codes called to encode. Furthermore, readers will elaborate back and translate the codes into information that can be received and understood in accordance with the information sent by the authors through reading, the process is then referred to as decode.

Hughes, (http://faculty.uoit.ca/hughes/Reading/ReadingProcess.html 12 Juni 2014), June 12, 2014), states that: Reading is an interactive, problem-solving process of making meaning from texts. Reading is an activity in getting the meaning of the words printed or written. This is the basis of learning and one of the most important skills in everyday life. In this case, the sense of reading is also emphasized as the basis of learning. In addition to asking people around, one way to find out about the meaning of a new vocabulary is to read a dictionary or book to get a more authentic data. Without reading, people will not understand clearly what he learned.
Things that can be explored further is these factors may evolve as interest in reading. In line with the theory that has been stated previously, Burs and Lowe were translated by Damaiwati who found out that reading interest indicators consist of: (1) the need for reading; (2) actions to seek passage; (3) a sense of fun to the reading; (4) the interest in reading; (5) the desire to always read; and (6) follow-up of what is read.

Burns (Burns, et al, 2005: p.1), put forward that reading is something that is vital in a society educated. However, children who do not understand the importance of reading will not be motivated to learn. In fact, children who see the high benefits of reading in his personal activities will be harder to learn than the kids who have discovered the benefits of reading. This is because children can find useful information for themselves from reading, then sooner or later there will be interest in reading books related to the field of study of interest also by children. Therefore, children who love to read are usually always get a higher performance in its class compared with their peers who are less hobby is reading.

Teach children about how to read, the same as giving the child a future, given the technique's how to explore any field they choose and also provide an opportunity for the child to determine his own purposes. Therefore, it is appropriate to Bowman gave the idea that reading is assumed to be an appropriate means to promote a lifelong learning or the so-called long-life learning. In addition, children can be an alternative magazine reading most attractive children. This is because the child magazine has a special attraction, namely: (1) Interest visually. (2) Presented in a style that is attractive and easy to understand. (3) Includes short articles and latest edition. (4) containing illustrated stories, games and puzzles are challenging and funny. (5) contains a short story serialized in accordance with the daily lives of children.

Language evolved since children aged 4-5 months. Wise parents always guide their children to learn to speak ranging from the simple to the child have communication skills by using the language. Therefore, the language developed by stages according to the organ growth in children and the willingness of parents to guide their children. As examples of linguistic characteristics and capabilities in the fifth grade of primary school students according to Ormrod, among others: (1) control of many specific vocabulary associated with a variety of academic disciplines. (2) Improved syntax; largely the result of formal teaching. (3) The control many conjunctions, for example though, even so, therefore. (4) The ability to understand figurative language, such as metaphor, proverbs, hyperboles. (Ellis).

Children learn a few words through direct vocabulary instruction in schools, but it is likely they will learn more by inferring meanings from contexts where they hear or read these words (Nippold, 1988; Pinker, 1987; Thelen & Smith, 1998) . In other words, a real change in the language of children during school years is equal to the increase in the mastery of English vocabulary. Of the three aspects of the characteristics of students who have been described above, it can be some general conclusions about the characteristics of elementary school students in grade five, namely:

1) Being able to identify a set of objects according to their characteristics;
2) Able to draw logical conclusions based on two or more information;
3) Starting recognize logical proof;
4) Highly realistic, curious and eager to learn;
5) Has no interest in things and specific subjects;
6) Gemar form peer groups;
7) The improvement of syntax in language as a result of formal teaching; and
8) Can mastery of many vocabulary and conjunctions.

Language is a tool that is essential for life, especially primary school students. Learning a language, is closely associated with learning vocabulary, because the vocabulary could be called the most important thing in language skills. Increasingly rich vocabulary of the students, it will be the better their language skills. Improved vocabulary itself can be done in
various ways, one of which is reading. Especially for elementary school students, in general
mastery of English vocabulary cannot be done just by listening or speaking activities only.
Reading activities need to be optimized. Because the reading, students can see the direct
writing of English vocabulary and how to read it, which is of course combined with listening
and speaking activities.

In connection with reading activities, interests or hobbies a person to read the course
plays an important role for a person in control of the field that is being lived. No exception to
the reading interests that can make the reader rich in science and new vocabulary which he
obtained from the book he was reading. Reading activity can be coupled with other activities
so it will not waste time. The more often students read, the more student will automatically
memorize many vocabulary and sentence structure that are written in the book. Along with
the increase mastery of English vocabulary, then students will increase the development and
the ability to speak English. In conclusion, the greater the students' interest in reading, the
better their English vocabulary entry, as well as their English speaking skills.

METHODOLOGY
The used of method in this research is quantitative with correlational analysis techniques. In
this study observed relationships between variables and variable interest reading mastery of
English vocabulary. The variables in this study consisted of: 1) the dependent variable,
namely the mastery of English vocabulary fifth grade elementary school students and 2)
independent variables, namely interest in reading.

\[
\begin{align*}
X & \quad \rightarrow \quad Y \\
\text{Research design}
\end{align*}
\]

Specification:
X: interest in reading
Y: mastery of the English vocabulary students
r: correlation between interest in reading and mastery of English vocabulary students

Sampling Techniques
The sampling technique used in this study is simple random sampling (simple random
sampling). (Bambang Setiyadi: 2006: h.40) The means used for sampling may create a
situation in which every individual or situation can have a chance to be selected. Of the entire
class V Elementary School located at the target Labschool Jakarta State University,
researchers randomly chose three schools to be used as a research object. The three schools
which are being targeted research namely Labschool Rawamangun, East Jakarta, South
Jakarta Labschool Setia Budi, South Jakarta Kebayoran Labschool. After that, the researchers
chose the respondents from each school who have chosen a number of 20 people were also
randomly selected, so that from the three schools which has been chosen randomly obtained
all respondents who were 60 students in grade five elementary school.

Data Collection
1. Variable Research
In this study there are two variables:
a) The independent variable (X), namely: interest in reading.
b) The dependent variable (Y), namely: the mastery of English vocabulary.

2. Research Instruments
The data comes from students who have been selected through the sampling process, in the form of scores obtained through questionnaires and tests. Data for variable interest in reading is taken through the instrument of the statements in the form of a questionnaire. While the vocabulary of data obtained from the test contains questions to test English language students' understanding of the use of vocabulary.

3. Variable Interest in Reading  
a. Conceptual Definition  
Interest in reading is enthusiastic attitude someone who is affected by internal factors and external to the communication through the codes that have been translated in the form of words. As an indicator of the interest in reading among others are: the need for reading, measures to find reading, joy, interest in reading, the desire to always read, and follow-up of what is read.

b. Operational Definition  
Reading interest in this study is a score that shows the love and the intensity of students in the activities of communicating through words or writing someone to pay attention to the elements of needs, action to look for materials, joy, interest, desire, and follow-up of what has been read, through filling a questionnaire of 35 statements scaled 1-4 with a choice of answers from the positive statement is worth 4, 3, 2 and 1, while for choice answers from a negative statement is 1, 2, 3 and 4 and were measured using Likert Scale.

Control Test Instruments English Vocabulary  
Indicators of mastery of English vocabulary assessment needs to be calibrated before use to collect data research. The process of assessing students' mastery of English vocabulary is shaped test with a number of problems as much as 35 points were tested on 32 students of class V in Johar Baru SDN 01 Pagi on August 24, 2013.

1. The validity of Item Mastery English Vocabulary  
Because the assessment data mastery of English vocabulary is derived from the test instrument and will form the dichotomy of data, then to measure the Point biserial validity using the following formula:

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

Specification:
- \( r_{pbis} \) = correlation point biserial
- \( (x_i)^\bar{\quad} = \) average scores for the correct answer to the grain-i
- \( (x_t)^\bar{\quad} = \) average total score
- \( p = \frac{\text{proportion who answered correctly in points (degree of difficulty)}}{\text{proportion who answered incorrectly in point}} = 1 - p \)
- \( q = 1 - p \)
- \( S = \text{standard deviation of the total score} \)

Having conducted the calculations, it is known that there are 3 point test, which numbers 9, 15 and 16 are considered to drop because \( r \) hitung not greater than \( r \) tabel.

2. Reliability Assessment Mastery of English Vocabulary  
A measuring instrument said to be reliable if the instruments can be trusted. To test it, using the formula KR-20 (Kuder-Richardson) as follows: Ngalim Purwanto, 2010), p. 140.
**Techniques of Analysis Data**

1. **Descriptive Statistics**
   
   Data describing each variable were based on measures of central tendency of the mean, median, mode and size spread of range and standard deviation. Then they were summarized in tabular form and frequency distribution histogram.

2. **Test Requirements Analysis**
   
   Group data normality was tested questionnaire score reading and assessment scores students’ English vocabulary. This normality test used normality test Lilliefors. With statistical hypothesis as follows.
   
   - H0: normal distribution of data (L0 < L table)
   - H1: the data are not normally distributed (L0 > L table)

   Testing criteria:
   
   - Accept H0 if a critical value (L0) is less than or equal to the value of L tables.
   - b. Homogeneity test
     
     Homogeneity test is required to determine the homogeneity of variance between groups dependent variable scores were grouped by similarity value of the independent variable. Testing homogeneity of variance with Bartlett test done.

     With statistical hypotheses:
     
     - H0: the variance of Y over X homogeneous (X2 count < X2 table)
     - H1: The variance of Y on X is not homogeneous (X2 count > X2 table)

     Testing criteria: Accept H0 if X2 count < X2 table means the data having homogeneous variance.

**FINDING AND DISCUSSION**

Based on these two variables which have been studied and referred to the problem of research, data descriptions can be classified into two sections, namely variable Vocabulary Mastery of English as a dependent variable and reading as independent variables. The description of the results of research of both variables were described as follows.

**Mastery of English Vocabulary (Variable Y)**

Data obtained through the deployment vocabulary tests that have been validated through testing directly in the field. These tests are presented consists of 32 items that are based on the accumulation of competency mastery of English vocabulary of primary school students from grade 1 to grade 4. The respondents in this study were 60 respondents who are fifth grade students from three elementary schools in East Jakarta Labschool, south Jakarta Labschool, and who had been randomly selected by simple random sampling method, taking into account the diversity of the sample. In the calculation of scores, has obtained the lowest
score is 7 and the highest score is a perfect score, which is 32, while the average score (Y) of 22, 82, variance (S^2) at 41, 78 as well as the standard deviation (S) amounted to 6, 46.

The distribution of students' vocabulary mastery of data can be seen in the table below, with the range of scores by 25, the number of class intervals of 7 and magnitude of the class interval 4. The relative frequency is at most a fifth class is in the range of 23-26 by 26, 67% or as many as 16 respondents. While the smallest is the relative frequency of class unity by 3, 33% by number 2 respondents.

**Table 4.
Frequency Distribution Mastery English Vocabulary**

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Class Interval</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7 - 10</td>
<td>6.5</td>
<td>10.5</td>
<td>2</td>
<td>3.33 %</td>
</tr>
<tr>
<td>2</td>
<td>11 - 14</td>
<td>10.5</td>
<td>14.5</td>
<td>5</td>
<td>8.33 %</td>
</tr>
<tr>
<td>3</td>
<td>15 - 18</td>
<td>14.5</td>
<td>18.5</td>
<td>8</td>
<td>13.33 %</td>
</tr>
<tr>
<td>4</td>
<td>19 - 22</td>
<td>18.5</td>
<td>22.5</td>
<td>11</td>
<td>18.33 %</td>
</tr>
<tr>
<td>5</td>
<td>23 - 26</td>
<td>22.5</td>
<td>26.5</td>
<td>16</td>
<td>26.67%</td>
</tr>
<tr>
<td>6</td>
<td>27 - 30</td>
<td>26.5</td>
<td>30.5</td>
<td>8</td>
<td>13.33 %</td>
</tr>
<tr>
<td>7</td>
<td>31 - 34</td>
<td>30.5</td>
<td>34.5</td>
<td>10</td>
<td>16.67 %</td>
</tr>
<tr>
<td><strong>Sum</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>60</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Data Interests Reading (Variable X)**

After validation of the instrument, a variable interest in reading has a 30-point declaration to be tested are made based on six indicators are in line with the theories in chapter II. The results of the testing instruments, among others, the highest score was 99 and the lowest score of 55. The mean score (X) of 79.48, variance (S^2) at 103.47 and the standard deviation (S) of 10.17. From the calculation of the frequency distribution, range of scores obtained by 44 with a lot of class 7 and a long interval 6. The relative frequency of most students' interest in reading obtained in the sixth grade in the range 85-90 at 23.33%, equivalent to 14 respondents. This indicates that most of the students' English reading interests contained in that range. Lowest relative frequency is in the first grade of 1.67%. This means that only one respondent who obtained a score of 55-60. Full details of the deployment of the X variable frequency can be seen in the following table.

**Table 5.
Frequency distributions Interests Reading**

<table>
<thead>
<tr>
<th>Class Number</th>
<th>Class Interval</th>
<th>Lower Limit</th>
<th>Upper Limit</th>
<th>Absolute Frequency</th>
<th>Relative Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55 - 60</td>
<td>54.5</td>
<td>60.5</td>
<td>1</td>
<td>1.67 %</td>
</tr>
<tr>
<td>2</td>
<td>61 - 66</td>
<td>60.5</td>
<td>66.5</td>
<td>3</td>
<td>5 %</td>
</tr>
<tr>
<td>3</td>
<td>67 - 72</td>
<td>66.5</td>
<td>72.5</td>
<td>13</td>
<td>21.67 %</td>
</tr>
<tr>
<td>4</td>
<td>73 - 78</td>
<td>72.5</td>
<td>78.5</td>
<td>12</td>
<td>20 %</td>
</tr>
<tr>
<td>5</td>
<td>79 - 84</td>
<td>78.5</td>
<td>84.5</td>
<td>10</td>
<td>16.67 %</td>
</tr>
</tbody>
</table>
Prerequisites Testing Data Analysis

Normality Test

Normality test is done to determine whether the error (Y-Ŷ cap) normal distribution or not by using test Liliefors. The testing criteria is \( \text{Lhitung} \) must be smaller than \( \text{Ltabel} \) which indicates that the normally distributed error.

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

Homogeneity test

Homogeneity test is needed to test whether the variance of the samples that have been homogenous or not. This calculation is performed using Bartlett's test, with significance level of 0.05 and alpha testing criteria Ho accepted if \( \chi^2_{\text{hitung}} < \chi^2_{\text{tabel}} \). Results of calculation of homogeneity that has been done to produce \( \chi^2_{\text{hitung}} \) 13.4 and 41.3. This means that \( \chi^2_{\text{hitung}} \) smaller than \( \chi^2_{\text{tabel}} \) so that it can be concluded that the variance in this study is homogeneous.

Regression significance test

Test the significance of the regression model was conducted to determine whether the regression model has been obtained meaningful or not, the criteria reject Ho if \( F_{\text{count}} > F_{\text{table}} \) with significance level of 0.05 and \( \text{df residue} = 58 \). Thus, it can be concluded that \( F_{\text{hitung}} = 49.07 > 4.01 = F_{\text{table}} \) which means that the regression model is significant or meaningful. This means also that there is a positive relationship between interest in reading and mastery of English vocabulary students.

Linearity Regression Test

Linearity test of linear regression was conducted to determine whether or not a simple regression model that has been obtained previously. The test criteria are received H0 if \( F_{\text{count}} (TC) < F_{t} \) and reject H0 if \( F_{\text{count}} (TC) > F_{t} \), which is a linear regression model H0 and H1 is a nonlinear regression model. The calculations show that \( F_{\text{hitung}} = 0.727 < 1.8687 = F_{\text{table}} \) so there is a conclusion Fhitung = 0.727 <1.8687 = Ftabel which means thank H0 or linear regression equation.

Correlation Coefficient

Calculation of the correlation coefficient between the two variables to the formula of product moment \( r_{xy} = 0.6773 \) generate commensurate with the level strong enough by the relationship table. This means that interest in reading has a strong enough relationship with the mastery of English vocabulary students. Then, to test the significance (significance) of correlation coefficient, the authors use the t-test with criteria reject H0 if \( t_{\text{count}} \) greater than \( t_{\text{table}} \) which means a significant correlation coefficient. Based on the calculation, have obtained \( t = 7.011 \), and \( t_{\text{table}} = 1.67 \) with 58 hp and a significance level of 0.05. Thus, it is certain that the H0 is rejected due \( t = 7.011 \) in the rejection of H0 or \( t = 7.011 > 1.67 = t_{\text{table}} \) which means also that there is a positive relationship between interest in reading and mastery of English vocabulary Elementary fifth grade students in three Labschool. The next step is to determine the coefficient of determination to the contribution of variable X to variable Y. granted after the calculation, the figures obtained by 45.87%, so it can be
explained here that 45.87% variance that occurs in the mastery of vocabulary British students are determined by interest in reading.

CONCLUSION

In this study, we can conclude that there is a positive relationship between interest in reading and mastery of English vocabulary students. Seen from linearity and significant relationship between the two variables is also an indication of the presence of a significant relationship between the variables X and Y. It is also clear that the relationship between the variables X and Y have a proportional relationship. Interpretation is the increasing interest in reading, the mastery of the English vocabulary students will also increase. If students have a high interest in reading, the number of English vocabulary of the students also will increase. The presence of a positive association in this study is also based on evidence of the correlation coefficient between the two variables, with \( r_{xy} \) at 0.6773 and after the test-t any significant result. The positive contribution provided by the reading interests of the students' mastery of English vocabulary amounted to 45.87% and the remainder related to other factors. In conclusion, students' interest in reading also depends on the quality of English language books appropriate for elementary students.

In addition, most respondents generally already know the correct pronunciation of the vocabulary of the English language, although there are still some who have not mastered writing correctly. Once traced, this has happened to respondents who score relatively low interest in reading. So that they are less controlled way of writing, although in terms of the vocabulary of the English pronunciation is quite good. This indicates that interest in reading are also factors played an important role in students' mastery of English vocabulary.

There are several things that can be inferred based on statistical data analysis as well as a description of the research study has been described, among others:

1) The relationship between the variables of interest in reading and variable student mastery of English vocabulary proven linear and means (significant). It proves that there is a correlation between interest in reading with mastery of English vocabulary fifth grade students in Johar Baru village in Central Jakarta.

2) There is a positive relationship between interest in reading and mastery of English vocabulary fifth grade students Johar Baru village in Central Jakarta. This is evidenced by calculating the correlation coefficient between the two variables that the results are positive, in the amount of 0.6773 and these relationships are included in the category of interpretation is quite strong.

3) The existence of the proportional relationship between interest in reading and mastery of English vocabulary students. That is, the higher the students' interest in reading, the higher the level of mastery of the English vocabulary in class V SD. As for the positive contribution given to the reading interests of students mastering English vocabulary by 45.87% and the remainder attributed to other factors.
BIBLIOGRAPHY


