

**THE CORRELATION BETWEEN FONDNESS FOR READING AND  
VOCABULARY MASTERY OF THE FOURTH SEMESTER  
STUDENTS OF ENGLISH EDUCATION DEPARTMENT  
OF UNIVERSITY MUHAMMADIYAH MAKASSAR**



**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

**2025**



MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
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Mastery of the Fourth Semester Students of English Education  
Department of University Muhammadiyah Makassar

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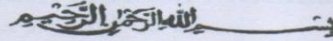
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Department : English Education Department  
Title : The Correlation Between Fondness For Reading And Vocabulary  
Mastery Of The Fourth Semester Students Of English Education  
Department Of University Muhammadiyah Makassar  
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Day / Date	Chapter	Note	Sign
09/07/2025		- Your Abstract and English Abstract. - More discussion with Related with Previous Reviews.	
10/7/2025		- Review Conclusion. your	
14/07/2025		- Raw Data in Appendix. - Make a form for each indicator	

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Day / Date	Chapter	Note	Sign
11/07/2025	I-V	Instruments of the Research Data Analysis Indicators of the Research	
16/07/2025	I-V	Finding and Discussion Arrange the Data	
18/07/2025	I-V	Finding and Discussion Data Analysis	

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Day / Date	Chapter	Note	Sign
23/07/2025	I-V	Abstract, Findings and Discussion conclusion and suggestion	
28/07/2025	I-V	Abstract Conclusion and Suggestion Appendixes	
02/08/2025	I-V	ACC	

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Yang membuat pernyataan

Mutmainna Anwar

## **MOTTO**

***“ALL DIFFICULTIES SHALL FADE AWAY.”***

## **DEDICATION**

***THIS THESIS IS WHOLEHEARTEDLY DEDICATED TO  
MY BELOVED PARENTS, WHO HAVE ALWAYS SUPPORTED ME  
WITH THEIR ENDLESS LOVE, PRAYERS, AND ENCOURAGEMENT.  
I ALSO DEDICATE THIS WORK TO MY BIG FAMILY, WHOSE CONSTANT  
MOTIVATION AND KINDNESS HAVE INSPIRED ME THROUGHOUT THIS  
JOURNEY.***



## ABSTRACT

**Mutmainna Anwar, 2025.** *“The Correlation Between Fondness for Reading and Vocabulary Mastery of the Fourth-Semester Students of the English Education Department at Muhammadiyah University of Makassar”*. Thesis, English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. (Supervised by Andi Asri Jumiati and Ariana).

It is widely accepted that students who read frequently tend to develop a broader vocabulary. Fondness for reading is considered an important trait, especially among university students, as it contributes to language development. This study aimed to investigate the correlation between students' fondness for reading and their vocabulary mastery. A quantitative method with a correlational research design was employed. Data were collected using a fondness-for-reading questionnaire and a multiple-choice vocabulary test. The results showed that students had a moderate level of fondness for reading, as well as a moderate level of vocabulary mastery. Since the data did not meet the normality assumption based on the Shapiro-Wilk test, the analysis used the Spearman's rho correlation test. The findings indicated a very weak correlation ( $\rho = -0.015$ ) with a significance level of 0.938, suggesting that the relationship between the two variables was not statistically significant. Therefore, in the context of this study, fondness for reading does not significantly or directly influence vocabulary mastery.

**Keywords:** Correlation; Fondness for Reading; Vocabulary Mastery; Students; Quantitative Research;



## ABSTRAK

**Mutmainna Anwar, 2025, “ *The Correlation Between Fondness for Reading and Vocabulary Mastery of The Fourth-Semester Students of English Education Department of University Muhammadiyah Makassar*”. Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar (Dibimbing oleh Andi Asri Jumiati And Ariana).**

Telah diketahui secara luas bahwa mahasiswa yang sering membaca cenderung memiliki penguasaan kosakata yang lebih luas. Kesenangan terhadap membaca dianggap sebagai sifat penting, khususnya di kalangan mahasiswa, karena berkontribusi terhadap perkembangan bahasa. Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara kesenangan terhadap membaca mahasiswa dengan penguasaan kosakata mereka. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Data dikumpulkan melalui angket kesenangan terhadap membaca dan tes pilihan ganda untuk mengukur penguasaan kosakata. Hasil menunjukkan bahwa mahasiswa memiliki tingkat kesenangan terhadap membaca yang sedang, begitu pula dengan tingkat penguasaan kosakata mereka yang berada pada kategori sedang. Karena data tidak memenuhi asumsi normalitas berdasarkan uji Shapiro-Wilk, maka analisis dilakukan menggunakan uji korelasi Spearman's rho. Hasil analisis menunjukkan korelasi yang sangat lemah ( $\rho = -0,015$ ) dengan tingkat signifikansi sebesar 0,938, yang mengindikasikan bahwa hubungan antara kedua variabel tidak signifikan secara statistik. Dengan demikian, dalam konteks penelitian ini, kesenangan terhadap membaca tidak berpengaruh secara signifikan maupun langsung terhadap penguasaan kosakata.

**Kata kunci:** kesenangan terhadap membaca; penguasaan kosakata; korelasi; siswa; penelitian kuantitatif

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4. Dr. H. Baharullah, M.Pd., Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.
5. Ariana, S.Pd., M.Pd., Head of the English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar.

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Mutmainna Anwar



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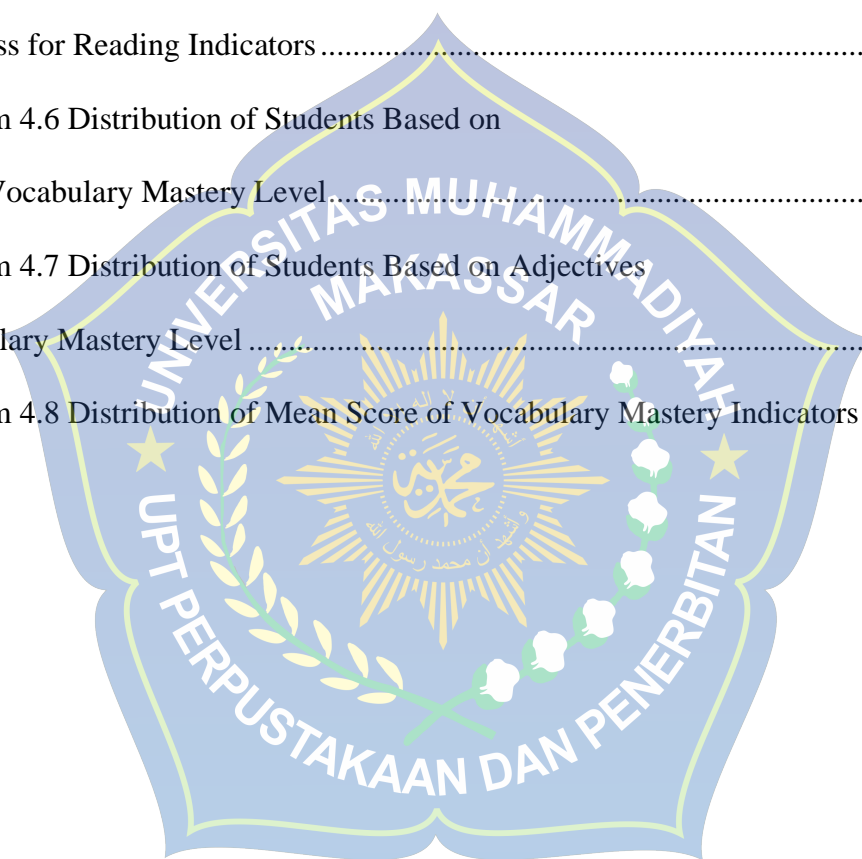
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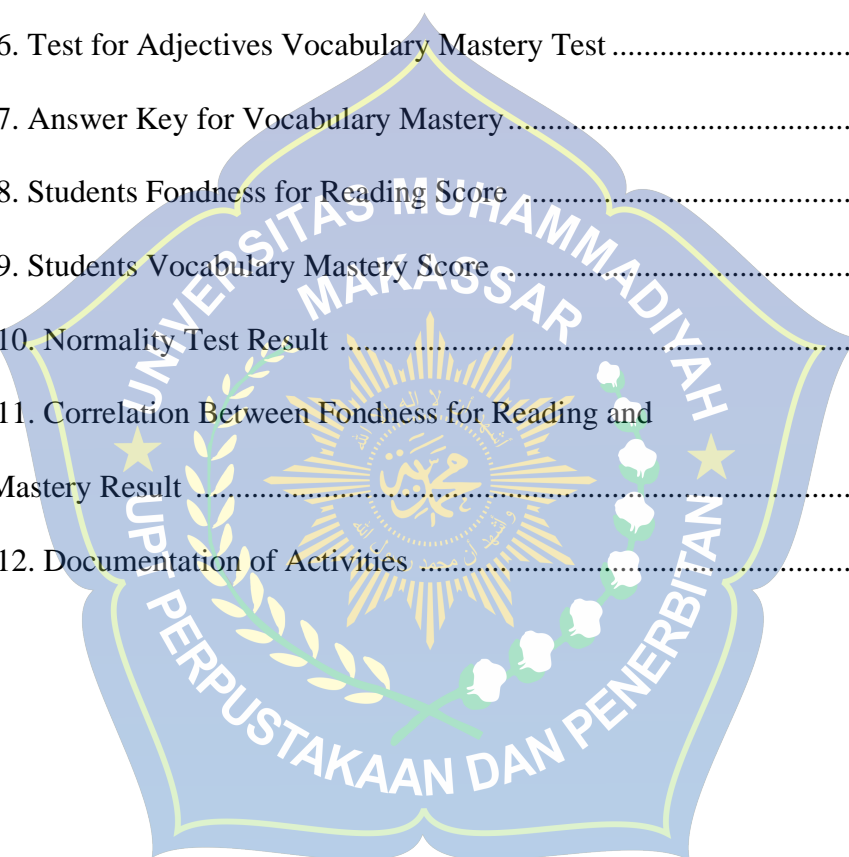
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## CHAPTER I

### INTRODUCTION

#### A. Background

All nations utilize English as their universal language of communication. According to Forsia et al (2022) writing, speaking, listening, and reading are the four language skills that are taught in English language instruction. English language proficiency should be divided into two categories: productive and receptive. Speaking and writing are regarded as productive abilities, but listening and reading are regarded as receptive skills. One of the important skills that should be mastered by students is reading.

By reading books, blog posts, articles, or newspapers, students may develop their knowledge. Students who enjoy reading will know more about a wide range of topics from what they have read (Forsia et al., 2022). One of the many qualities that students need to possess both inside and outside of the classroom is a fondness for reading. According to Kurniawan et al (2021), fondness for reading is the experience of enjoying and developing the habit of reading. One quality that is necessary in the field of education is a fondness for reading. Reading with the goal of enhancing and expanding vocabulary is one of the best learning activities for vocabulary mastery (Walansih et al., 2022). Students who are fond of reading are sure to have a large vocabulary.

Vocabulary is one area of language that requires mastery. Vocabulary examines how many words are in a language that is being studied. Of course, every sentence, paragraph, and text that is read has a large number of words in it and vocabulary is

the term for these terms (Walansih et al., 2022). Increasing one's vocabulary is crucial to using language more effectively when reading and speaking. A strong vocabulary is certain to make it easier for students to comprehend the meaning of the texts they read, so vocabulary mastery can aid students in understanding what they read.

Consistent reading helps expand vocabulary and improve language comprehension. It enhances the ability to communicate effectively both orally and in writing. According to Ariyanti & Qomar (2016) in (Forsia et al., 2022) those who read a lot have a large vocabulary and can always add to it. Students might discover new vocabulary in the texts they read when they develop a passion in reading. It will undoubtedly increase their vocabularies. When you read extensively, be it fiction, non-fiction, newspapers, or academic texts, you will come across a wide array of words. This exposure exposes you to vocabulary that may not be part of everyday conversation, thus expanding your vocabulary. Fondness for reading and vocabulary acquisition go together, each supporting and enhancing the other in various ways.

Based on the explanation above, one of the important skills that must be mastered by students is reading and reading with the aim of increasing and expanding vocabulary is one of the best learning activities for vocabulary acquisition. The researcher found some problems in the English learning process based on what she observed in the reading class. The majority of them still lacked understanding of the words in the text and had limited vocabulary. This statement is based on what the lecturer of the reading course said. She stated that the students

had many errors in pronunciation, seemed unaccustomed to reading English texts and lacked vocabulary so they did not understand the English terms in the text. The researcher's observation from the reading class is the basis of this data. The main theme of the book was difficult for the students to find. Given the students' fondness for reading and their vocabulary acquisition is very poor.

The purpose of this study is to ascertain the significant correlation between fondness for reading and vocabulary mastery for the fourth semester English education students at University Muhammadiyah Makassar. It's important to determine whether someone's fondness for reading and their vocabulary mastery are related. This is because one of the skills that must be mastered in English is reading, and reading with the aim of increasing and expanding vocabulary is one of the best learning activities for vocabulary acquisition. The researcher's experience in a reading class inspired this investigation. The researcher noticed that a lack of fondness for reading could have a detrimental effect on learning vocabulary, which could then have an influence on communication skills, reading skills, and overall academic success. Understanding how these two factors relate to one another will help educators create more successful teaching methods that will help students become more proficient readers and language learners.

## **B. Research Question**

Based on the statement above, the researcher formulated the research question as follows: “Is there any significant correlation between fondness for reading and students' vocabulary mastery in learning English?”

### **C. Objective of the Research**

Based on the problem before, the researcher tried to find out the correlation between fondness for reading and students' vocabulary mastery in learning English for the fourth semester English education students at University Muhammadiyah Makassar.

### **D. The Significant of the Research**

The researcher hoped that this study provides useful information about vocabulary mastery and fondness for reading. This research also presents a correlation between fondness for reading and vocabulary mastery of fourth semester students of English Education Department University of Muhammadiyah Makassar.

This research is expected to give contribution to:

#### **1. Significance for Students**

Understanding the correlation between fondness for reading and vocabulary mastery can motivate students to develop their vocabulary mastery, which in turn can improve overall academic performance.

#### **2. Significance for Teachers**

By understanding the relationship, teachers can identify students who benefit from this research in reading and vocabulary acquisition.

#### **3. Significant for Researcher**

This study adds to the knowledge of the importance of literacy, providing insight into how fondness for reading affects vocabulary acquisition.



### **E. Scope of the Research**

The scope of the research was limited to the problem were as follows students' fondness for reading (reading frequency, reading duration, reading preferences, reading motivation (intrinsic)) and vocabulary mastery which focuses on (verbs and adjectives) for the fourth semester English education students at University Muhammadiyah Makassar.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Finding

One of the studies that have described the correlation is a study from Walansih et al (2022) entitled the correlation between vocabulary mastery and reading comprehension in descriptive text of students in senior high school 3 Tondano. This test is an example of correlation study using quantitative research methodologies. This study's method of gathering data involved using 50 multiple-choice questions for each of two tests: a student reading comprehension test with 25 numbers and a vocabulary mastery test with 25 numbers. According to this study, there is a positive association between students' reading comprehension of descriptive texts at SMA N 3 Tondano and their vocabulary knowledge, with a Pearson correlation value of 0.679 (Walansih et al., 2022).

The next research is from Kurniawan et al (2021) namely about correlation between reading fondness and attitude toward science at middle school. This research uses a combined method between quantitative and qualitative instruments that are descriptive in nature. Data gathering methods for quantitative instruments include surveys and observations, whereas documentation and interviews are used for qualitative instruments. The study's findings imply that, according to statistical data on the attitude toward science variable, the typical student selects neutral for each indicator. The typical student selected neutral, the effect of reading on students' skills opted to agree, and the negative view of students towards reading

chose to disagree when it came to the reading habit variable based on the indications of general attitudes towards reading and students' preferences. Based on  $0.048 < 0.05$  significance. Thus, it can be said that the relationship between attitude and reading characteristics is not very strong.

Then Iffah & Emilia (2023) research on the correlation between students' vocabulary mastery and students' reading comprehension in narrative text. The two research variables in this study are reading comprehension (variable Y) and vocabulary mastery (variable X). Quantitative research using a correlational method is used in this study. Researchers employed a multiple-choice assessment with 20 question types to gauge students' reading comprehension and vocabulary proficiency in order to gather data for this study. With a correlation value of 0.680 and a significance level of 0.05, the Product Moment (Pearson) results are classified as strong, indicating that  $H_0$  is rejected and  $H_a$  is accepted, according to the study's findings. The findings demonstrated a statistically significant relationship between eighth grade students at MTS Lombok Kulon Wonosari Bondowoso's vocabulary knowledge and their reading comprehension of narrative texts during the 2021–2022 school year.

Cleverisa & Perdhani (2022) research entitled *The Correlation between EFL Students' Vocabulary Mastery and Their Reading Ability*. This study employed correlational research as a quantitative approach method. The researcher administered reading and vocabulary exams to SMPN 4 Pare second grade students using a correlational research approach. The second grade students of SMPN 4 Pare who took part in this study were given a test with 57 items as an instrument. With

a value of  $r = .8769$ ,  $p < .005$ , the results demonstrated a very significant association between students' reading ability and vocabulary mastery. The results of this study demonstrate the significance of vocabulary mastering for reading proficiency since it enhances reading comprehension.

Forsia et al (2022) research entitled *The Correlation of Students' Reading Interest, Vocabulary Mastery and Their Reading Comprehension*. The study employed a quantitative research design. Based on the impact of students' reading interest and vocabulary mastery on their reading comprehension, which has a significance value of  $0,005 < 0,05$ , it can be inferred that students who are more interested in reading will naturally have higher vocabulary mastery and reading comprehension. In the academic year 2020/2021, there is a positive simultaneous association between students' reading interest, vocabulary mastery, and reading comprehension at SMA Paradigma Kabupaten Tangerang's tenth grade.

Muhammadiyah et al (2019) research entitled *the correlation between the student's vocabulary mastery and their reading comprehension ability in learning English*. Correlational research was employed in this study. The methods for gathering the data were as follows: first, data were gathered from the reading comprehension and vocabulary tests; second, results were computed and categorized for both the reading comprehension and vocabulary mastery tests; third, the results of the vocabulary and reading comprehension tests were examined; and finally, a conclusion was reached based on the data. The analysis's final result demonstrates that the students' reading comprehension skills and vocabulary mastery were positively correlated. Given that the student's average vocabulary



mastery score was 48,25, it made sense. The students received a low score in the language mastery rate score table. In the meantime, the reading comprehension score of the students was 40, 25. The students received a low score in the reading comprehension rate table. When a student had inadequate vocabulary knowledge, their reading comprehension suffered as well. The author concludes that there is a correlation between the students' reading comprehension and vocabulary knowledge based on the aforementioned finding.

Amalia Yunia Rahmawati (2020) research entitled reading interest and reading comprehension a correlational study. The data are analyzed using correlation and the statistical approach of regression. The outcome demonstrates that reading comprehension and reading interest are positively correlated. How interested they are in reading determines how well they comprehend what they read. According to the results, the creative reading comprehension group has "very high" levels of reading interest. This result demonstrates that students' ability to understand the meaning of what they read, both openly and implicitly, increases with reading frequency. The study's findings may be of interest to readers, particularly those working in education who want to help students become better readers.

Based on the previous research above, the researcher found that generally there are some similarities with previous research, namely the same research and discussion about correlation, vocabulary and in the field of reading. The researcher also found some differences, namely in this study examining correlations that are more specific to the field of reading interest, namely examining the correlation of fondness for reading and vocabulary mastery. In this study, the subject will be third

semester students of English department at University Muhammadiyah Makassar. Thus it can be concluded that the relationship between this research and the previous research above is the same as examining the correlation of vocabulary in the field of reading and what distinguishes is the specific object and subject of each research.

## **B. Some Pertinent Ideas**

### **1. The Concept of Reading**

#### **a. Definition of Reading**

Reading is described as the process of comprehending written text. Reading itself is a complex activity that involves both perception and thought. Reading is composed of two interrelated processes: word recognition and comprehension. Word recognition refers to the process of understanding how written symbols correspond to one's spoken language. Reading is meant to help the reader comprehend written language. That is, how the learner interprets the author's symbols to convey information or messages. Finding out what the author is trying to say is one of the reader's most crucial responsibilities (Muhammadiyah et al., 2019).

Reading involves interacting with print in some way in order to process the meaning of the text (Alderson, 2000:1) in (Muhammadiyah et al., 2019). The process of comprehending written materials is another definition of reading. It was an intricate task that required both mental and perceptual processes. Word recognition and comprehension are two interrelated processes that make up reading.

The technique of recognizing how written symbols match spoken words is known as word recognition. The process of accessing and identifying specific words was also described as word recognition (Lems, Miller, & Soro, 2010:65) in (Muhammadiyah et al., 2019).

### **b. Aims of Reading**

People read for a variety of reasons, and each one contributes to a deeper understanding of what they read. Depending on his preferences or feelings, he might read more or less rapidly if he was reading for pleasure or just for fun and relaxation. However, if he was reading for research or information—for example, news, science, or something else—it would be done extremely slowly and methodically. Generally speaking, the goal of reading is to extract information from the text. Reading is meant to help the learner comprehend written material. In other words, how the learner interprets the writer's symbols to convey information or a message. The reader's primary responsibility was to delve into the text and determine the author's point (Muhammadiyah et al., 2019).

Those who read are exposed to a large vocabulary, which may include words that aren't frequently used in regular speech. The more they read, the more likely they are to come across unfamiliar terms and their definitions. Every sentence, paragraph, and text that is read has a large number of words in it and vocabulary is the term for these terms (Walansih et al., 2022). Individuals learn new words in context as they read, which improves retention and understanding. Comprehending the meaning and function of a term is aided by knowing its context. A fondness for reading usually suggests an active interaction with the text. Readers may notice new

terms, seek them up, and either deliberately or unconsciously incorporate them into their personal lexicon.

Reading helps to commit words' meanings and usage into memory through repeated exposure. Words that are encountered frequently in different settings have a greater chance of sticking in people's minds and becoming part of their own language. Reading helps with vocabulary growth as well as language proficiency in general, including syntax, grammar, and writing style. These abilities are linked together and help develop a more thorough comprehension and command of terminology. A fondness for reading that typically lasts into adulthood transcends infancy. Lifelong learning chances for vocabulary growth and improvement come from continuous reading. Reading is meant to help the learner comprehend written material. In other words, how the learner interprets the writer's symbols to convey information or a message. The reader's primary responsibility was to delve into the text and determine the author's point (Muhammadiyah et al., 2019).

Reading skills are unique in that not everyone can use these skills to promote themselves or internalise them as a culture. It is not surprising that reading skills serve as the main communication tool and become an effective and efficient medium of communication. Likewise, reading plays an important role in the development of knowledge, as the largest percentage of knowledge transfer comes from reading. Over the past few decades, research results have shown that someone who has the ability to read will be able to think logically, because reading has logical and linguistic elements (Rombot, 2020).



### c. Fondness for Reading

Fondness for reading is a specific form of reading interest that indicates a deep love or fondness for reading. It includes positive feelings and enthusiasm towards reading activities. The Oxford English Dictionary defines "fondness" as "a strong feeling of liking or affection". Commonly used, the term "fondness" represents an intimate and friendly relationship—an attraction to a person or an object, whether this attraction be because of high levels of regard taken, affection, or fondness towards that something or someone. Based on the notion of positive emotions, affection is one type of pleasant emotion that can enhance personal wellbeing and fortify social bonds (Fredrickson, 2004). In the context of attachment theory, fondness can arise from early experiences and can influence the way individuals form relationships in adulthood. Fondness in this context relates to a sense of security and trust in the relationship (Hazan, 1992). Various experts have commented on fondness from various perspectives. Fondness may work as a way of strengthening the bond between lovers in an evolutionary ecology, which is quite vital for childcare and stability of relationships (Buss, 2016).

“Fondness for reading” refers to a strong liking or interest in reading books, articles, or other written materials. It implies enjoyment of the reading activity itself, whether for entertainment, learning or other purposes. People who enjoy reading often find pleasure, relaxation and enrichment in the activity, and they may spend much of their free time reading books or other written materials. Fondness for reading is an enjoyment of reading that develops into a habit. Characters that enjoy reading are essential in the field of education (Kurniawan et al., 2021). This

passion may develop from childhood or be acquired later in life due to various influences such as exposure to literature, educational experiences, or personal interests. On the other side, reading skills become distinctive because not everyone can utilize the talents to promote oneself or absorb it as a culture. It should come as no surprise that reading comprehension serves as the primary tool for communication and develops into an effective and efficient medium (Rombot, 2020).

Because there are countless digital information sources available, people are reading digitally more frequently than they were reading non-digitally. Reading can impart knowledge to readers, thus it is undoubtedly beneficial. In this instance, a student's level of information intensity is determined by the reading source, hence having a variety of reading sources is highly beneficial. Digital reading materials include electronic books, journals, and periodicals. Conventional reading materials include worksheets and textbooks. The main difference between the two types of reading materials is how simple it is to access them (Kurniawan et al., 2021).

Fondness for reading is characterized by a pattern of habits to engage in reading activities from a variety of sources that aim to obtain information widely and is one way to gain knowledge. Numerous studies have linked reading fondness to learning achievement, creativity, and intelligence (Knijnik, 2019; Segundo Marcos, López Ferández, Daza González, & Phillips-Silver, 2020; Stroetinga, Leeman, & Veugelers, 2021); some of these studies indicate that fondness for reading is a strong character to enhance the development of other characters for the student (Susanto et al., 2021).

According to (Endowment, n.d.; Mckenna, 2015) a person can be said to have a fondness for reading' if they show some of the following indicators:

- a) Reading Frequency: The frequency of reading is the amount of time spent reading for purely pleasure purposes, whether on a daily, weekly, or other basis. It also shows how much reading is a part of a person's everyday routine. Examples of actions include reading multiple times a week. Regularly reads books, articles, or other materials outside of job or school.
1. Reads almost daily on his own. Reads 5-7 days a week (books, articles, comics, etc). Possesses excellent reading habits and fondness.
  2. Reads regularly, several times per week. Reads 2-4 days per week voluntarily. Reflects moderate fondness for reading.
  3. Reads randomly and infrequently. Reads only once a week, based on the mood or available time. Has poor and weak fondness for reading.
  4. Does not read at all outside of school/work life. Voluntarily reads rarely or never on a week's time. Does not demonstrate a fondness for reading (Mckenna & Kear, 1990).
- b) Reading Duration: Reading duration describes the amount of time spent during one reading session or collectively within a set period (e.g., per day/per week). The greater the time spent reading voluntarily indicates reading to be of individual worth and a regular part of daily life. Examples of behavioral indicators: Individuals engage in reading for more 30-60 minutes daily, becoming so engrossed in the process that they fail to notice the passing of time.

1. Free reading for a long time and on a regular daily basis. Reads more than 30 minutes daily, showing a high preference and reading culture.
  2. Reads for a moderate period of time every day. Reads more than 15-29 minutes per day, shows moderate interest in reading.
  3. Reads infrequently and reads for short periods of time. Reads more than 5-14 minutes per day indicates that your interest is weak and irregular.
  4. Rarely or not at all reading outside of work/school needs. Reading less than 5 minutes a day or not reading at all are not reflective of an affection for or reading habit (Anderson, n.d.).
- c) Reading Preferences: Reading preferences are the degree to which an individual is interested in various types of reading and the frequency with which he or she prefers to read as a recreational activity, as opposed to obligation. Explanation in fondness for reading Individuals that like to read will consciously make reading as a main or even the sole main activity during leisure time. Examples of behavioral signals: Reading instead of watching. Having reading as main hobby.
1. High: Prefers reading more than two genres of reading, reads and seeks out based on interest, enjoys reading over other activities most of the time. Has a personal collection of books, reads across genres (fiction/nonfiction), visits the library/bookstore on a regular basis.
  2. Moderate: Likes or prefers only one or two specific kinds of reading, reads if accessible but does not actively look for new reading. Reads during leisure time, but hasn't made it a top practice.



3. Low: Very little interest in reading, reads only for particular kinds and rarely reads voluntarily. Will read when required (e.g. assignments at school), will not try other genres.
  4. None: Has no interest in reading at all and would rather do something else. Does not read during free time at all, no favourite reading material. Variety of reading: Even though they may regularly read books, they could also be reading blogs, articles, and other forms of reading materials. It increases their frequency of reading (Nolen, 2014).
- d) Reading motivation (Intrinsic): Reading motivation refers to the motivation to read for one's own satisfaction, pleasure, or interest and not due to requirement (such as assignments or grades). Therefore, a person with high intrinsic motivation reads because they enjoy the process of reading itself - not because someone needs them to or tells them to.
1. High:
    - a) Reading for pleasure and satisfaction
    - b) Feels reading is a hobby or personal need.
    - c) Don't need to be reminded to read.
    - d) Show interest and curiosity towards the content.
    - e) Remains reading even when unrewarded.
  2. Moderate: - Reads for enjoyment, but at times need outside motivation.
    - a) Occasionally read to do something with free time, not an individual need.
    - b) Reading is interest dependent on mood.

3. Low: - Reads only when forced or told to.

- a) Rarely feels happy reading.
- b) Does not want to read books unless forced.

4. None: - Never reads unless forced

- a) Does not feel any benefit or pleasure in reading.
- b) Has no reason to read at all (Nolen, 2014).

## **2. The Concept of Vocabulary**

### **a. Definition of Vocabulary**

According to Lehr (2004) in (Muhammadiyah et al., 2019), vocabulary is the understanding of words and their meanings in both written and spoken language, as well as in both productive and receptive forms. For everyone learning the language, whether they are speaking, listening, writing, or reading, having a strong vocabulary is essential. If a foreign language student has a sufficient vocabulary, they will be able to write with ease, speak clearly and fluently, and comprehend what they read or hear. More significantly, he or she should be able to use it precisely.

When learning a language, one of the things that must be taught is vocabulary. In addition to grammar, a strong command of vocabulary was crucial for anyone learning the language to use in speaking, writing, listening, and reading. If a foreign language student has a sufficient vocabulary and is able to use it correctly, they will be able to write with ease, talk fluently and properly, and comprehend what they read or hear. According to Burton, it was difficult to utilize the English language accurately and vividly without a vast vocabulary. As stated by Collier The next step

for a student after mastering the language's basic grammatical patterns was to learn its vocabulary, or at least the vocabulary he required (Muhammadiyah et al., 2019).

According to traditional terminological classification, English vocabulary is categorized grammatically (Angela, 2006:16) in (Muhammadiyah et al., 2019). Word classes or parts of speech are divided into two categories: open class and closed class. Nouns, verbs, adjectives, and adverbs were all part of the open class; prepositions, conjunctions, pronouns, and determiners were all part of the close class. In a similar vein, Thornbury (2002: 3) in (Muhammadiyah et al., 2019) claims that there are eight distinct word classes in English. They are determiners, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions. Even though this study only uses nouns and verbs, the researcher restricts his explanation to open classes that are separated into four groups: nouns, verbs, adjectives, and adverbs.

### 1) Noun

According to Ruth (2005: 8) in (Muhammadiyah et al., 2019), a noun is a term that designates an object, a person, a location, or even an emotion or a mental state. For instance: guy, office, girl, boy, bed, conference, book, work, coffee, Saturday, Jessica, etc. Common nouns, proper nouns, collective nouns, and count nouns are the four categories of nouns. Common nouns are the names of everyday objects that we can see or touch, such as a house, a chicken, a person, a stone, a book, a table, an eraser, a pillow, a banana, a boy, a girl, and so on. The second is a proper noun, which is a capitalized name for a specific or unique item, person, or location. Examples include Australia, Malaysia, Singapore, Michael, Christmas, Indonesia, and so on. The third category was collective nouns, which describe a group of

people or objects that are typically regarded as a single entity. Examples of these include class, gang, bunch, family, animal, group, plan, etc. The final noun is count, which denotes the names of people, objects, locations, or concepts that can be tallied, such as books, two tables, boys, etc.

## **2) Verbs**

Verbs were used to describe events, actions, process activities, etc. According to De Capua (2008:121) in (Muhammadiyah et al., 2019), verbs describe the subject's position or situation or express what the subject does. Since a sentence cannot exist without verbs, they are extremely crucial. Verbs come in a variety of forms, including auxiliary, transitive, and intransitive verbs. First, a transitive verb is one that has an object after it, like in "I borrow a book." Second, an intransitive verb is one that doesn't require an object to follow it, as "I am cry." The final example was an auxiliary verb, which is a verb that aids another verb or the principal verb in expressing a state, action, or condition. For example: is, am, are, do, does, have.

## **3) Adjective**

According to Huddleston & Pullum (2005:112) in (Muhammadiyah et al., 2019), an adjective is a word that usually refers to a property of an object, person, place, etc. According to their meaning, adjectives can be classified into three categories: psychological qualities of emotion (angry, sad, happy, worry, brave), evaluating qualities (good, bad, excellent, lucky, ugly), and physical qualities of color or shape (small, green, black, white, oval).

#### 4) Adverbs

Adverbs give additional information on the activity in a sentence, adjectives, and other adverbs, according to Altenberg & Vago (2010:103) in (Muhammadiyah et al., 2019). (1) Adverb of method; (2) Adverb of location; (3) Adverb of direction; (4) Adverb of time; (5) Adverb of duration; (6) Adverb of frequency; and (7) Adverb of degree, are some of the several sorts of adverbs.

Vocabulary is categorized by language specialists into various types. Regarding vocabulary types, Nation (2001) identified four categories of vocabulary in the non-fiction book, which are as follows: 1) High-frequency terms. Nearly 80% of the text's running words are these words. 2) Scholarly terms. These words typically comprise around 9% of the text's running words. 3) Words that are technical. Approximately 5% of the text's running words are these words. People who operate in specific fields use it. 4) Words with low frequency. Some moderately frequent terms were unable to make it onto the high-frequency list. In an academic text, they comprise more than five percent of the words.

We can infer from the reasoning above that there were several types of vocabulary. In addition to the typical vocabulary, which includes verbs, adjectives, nouns, and adverbs, they were also given productive vocabulary, general vocabulary, special vocabulary, active vocabulary, and recognition vocabulary. In addition, the lexicon was divided into four categories: low-frequency words, academic terms, technical words, and high-frequency words (Muhammadiyah et al., 2019).



### **b. Vocabulary Mastery**

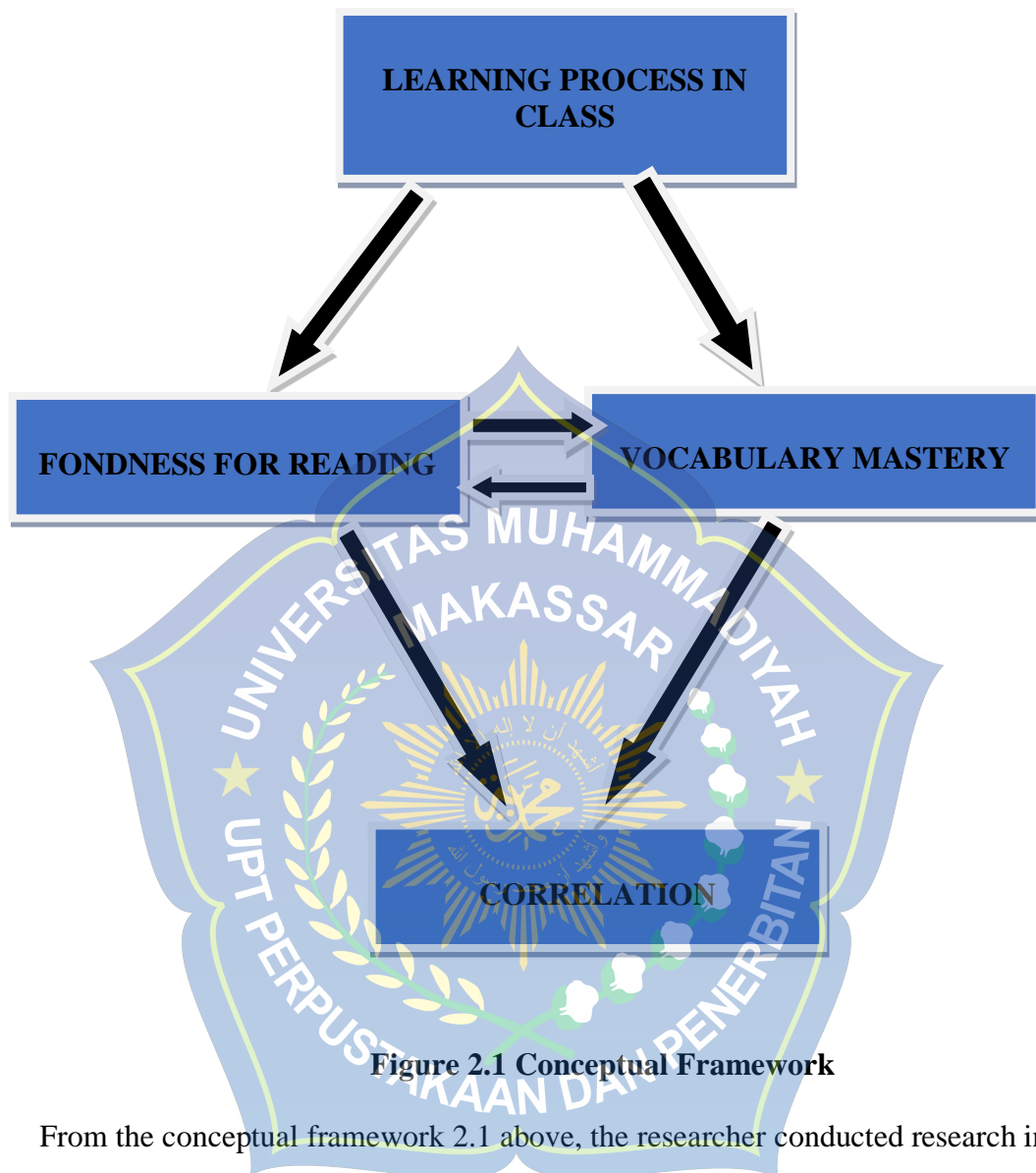
A person's level of mastery of the lexicon of a language, including its depth (understanding of subtleties, contexts, and uses) and breadth (number of terms recognized), is referred to as vocabulary mastery. In order for students to understand the texts they read, vocabulary mastery is the first skill they must grasp and dominate. It is an essential component of language learning because without understanding the meaning the speaker is conveying or the text itself, one cannot comprehend the words of the person they are speaking to or read (Iffah & Emilia, 2023). Vocabulary growth requires exposure to language through reading, hearing, and conversation. An individual is more likely to come across and learn words if they are exposed to them on a regular and varied basis. Understanding and memory of words are improved by contextual learning. Most students are unaware of the significance of vocabulary for their English learning, whether it is for reading comprehension or other skills, and those who do understand the importance of vocabulary are often too lazy to expand their vocabulary or advance their vocabulary mastery (Iffah & Emilia, 2023). Words' meanings, implications, and subtleties become apparent when they are used in context. Using purposeful practice strategies, word games, and mnemonic devices to actively engage with words can improve vocabulary learning.

Memory consolidation requires repetition. Better retention and mastery result from repeated exposure to words in a variety of settings, which enhances memory traces and encourages learning. Motivation and interest are important factors in vocabulary learning. Words that hold personal significance or intrigue have a

greater chance of eliciting an emotional response and being retained by individuals. Motivation can originate from extrinsic causes (like academic or professional ambitions) or intrinsic factors (like curiosity and appreciation of language). There won't be any words that can be exposed without vocabulary (knowledge). What Wilkins revealed is accurate. A student's strong grammar abilities are meaningless if they are unable to master a sufficient vocabulary (Cleverisa & Perdhani, 2022).

Besides just knowing the definitions of words, vocabulary mastery also takes into account sociolinguistic rules, idiomatic expressions, and cultural nuances. Gaining an understanding of cultural and contextual factors improves communication skills and makes it possible to utilize language effectively in a variety of contexts. Gaining mastery of one's vocabulary is a lifelong effort. New terms frequently enter the lexicon as language changes. Therefore, sustaining and enhancing vocabulary knowledge requires a dedication to lifelong learning as well as exposure to a range of texts and contexts. This indicates that expanding one's vocabulary is crucial to improving one's ability to read and speak English. A learner's ability to comprehend what they read can be aided by vocabulary mastery because a student with a large vocabulary will have no trouble understanding the meaning of the text they are reading (Forsia et al., 2022).

### C. Conceptual Framework



**Figure 2.1 Conceptual Framework**

From the conceptual framework 2.1 above, the researcher conducted research in the learning process in class. The researcher used two instruments in this research. The first instrument was a questionnaire to find out the number of students who have a fondness for reading and the number of students who do not have a fondness for reading. After that, the researcher used the second instrument which is giving a vocabulary test to find out the students' vocabulary mastery. This activity was

carried out to find out whether there is a correlation between fondness for reading and vocabulary mastery in fourth semester English education students at Universitas Muhammadiyah Makassar.

#### **D. Hypothesis**

In this research, the writer purpose hypothesis as follow:

***H<sub>0</sub>***: There is no significant correlation between fondness for reading and vocabulary mastery in learning English for the fourth-semester English education students at University Muhamma diyah Makassar.

***H<sub>1</sub>***: There is any significant correlation between fondness for reading and vocabulary mastery in learning English for the fourth-semester English education students at University Muhammadiyah Makassar.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Design**

In this research, the researcher used correlational research. Correlational research was a procedure in quantitative research in which the researcher measures the degree of correlation (or relationship) between two or more variables using statistical procedures of correlational analysis. In this research, the researcher used two instrument, namely fondness for reading questionnaire, focus on (reading frequency, reading duration, reading preferences, reading motivation (intrinsic)) and vocabulary mastery test, focus on (verbs and adjectives). The researcher intended to find out whether there was a relationship between fondness for reading and vocabulary mastery.

#### **B. Subject of Research**

The research subjects that the researcher used were fourth semester English education students at University Muhammadiyah Makassar. The researcher used class A, B and C in this study. The number of students in class A was 11 students, class B was 12 students and class C was 8 students. The total number of students who were the subject of this research was 31 students.

#### **C. Research Instrument**

The instrument that was used in this research is a form of field research. There were two instruments in this research. The first was a questionnaire to find out



students fondness for reading, which consisted of 14 checkbox items. In the fondness for reading questionnaire, the researcher found out the level of students' fondness for reading which is focused on (reading frequency, reading duration, reading preferences, reading motivation (intrinsic)). The second instrument was a vocabulary mastery test consisted of 50 multiple choice questions with four answer choices. In the vocabulary mastery test, the researcher found out the level of students' vocabulary mastery which focuses on (verbs and adjectives).

#### **D. Procedure of Data Collection**

For the data collection process, the researcher conducted the following research procedures:

1. The researcher distributed questionnaires and tests. First, the questionnaires were distributed to find out fondness for reading students'.
2. After that, the researcher distributed a vocabulary test to determine the students' vocabulary mastery.
3. And the last was the researcher analyzed the results to find out whether there was a significant correlation between fondness for reading and vocabulary mastery in fourth-semester English education students at Universitas Muhammadiyah Makassar used SPSS software.

## E. Data Analysis

Following the collection of the data, the research proceeded to the data analysis technique. In this study, the researcher gave questionnaire and test to fourth semester students of English education department of Muhammadiyah Makassar University. The questionnaire focused on finding out whether students have or do not have fondness for reading and the test to find out students' vocabulary mastery in English.

### 1. Fondness For Reading Scoring

Four components composed the questionnaire used for this study to gauge participants' fondness for reading (reading frequency and reading duration with yes or no choiches, and reading preferences and reading motivation (intrinsic) with a,b,c,d choiches) combining them into a total of 14 items. The respondents were to choose one of the choiches responses that best described their habits or attitudes toward fondness for reading.

Scoring for fondness for reading was as follows:

Items	Score
I voluntarily read almost every day (5–7 days a week).	4
I voluntarily read quite often (2–4 days a week).	3
I read only when I am interested or when I have free time (1 day a week or less).	2
I do not read voluntarily during the week (never).	1

**Table 3.1 Reading Frequency Scoring**

Items	Score
I read more than 30 minutes daily (30–60+ minutes per day).	4
I read daily for a moderate period (15–29 minutes per day).	3
I read briefly and irregularly (5–14 minutes per day).	2
I rarely or never read for personal enjoyment (0–4 minutes per day).	1

**Table 3.2 Reading Duration Scoring**

Items	Score
I enjoy reading more than two genres, I actively seek reading materials, I prefer reading over other activities.	4
I like or prefer only one or two specific genres, I read when materials are available but don't search for new ones, I read during free time but it's not my main activity.	3
I read only specific types and rarely, I read only when required (e.g., for school tasks), I read only when there is no other option or only when necessary.	2
I do not enjoy reading any genre, I do not read or look for reading materials, I prefer other activities such as watching TV or playing games.	1

**Table 3.3 Reading Preferences Scoring**

Items	Score
I read for pleasure and satisfaction, I see reading as a hobby or personal need, I continue reading without external rewards and show curiosity.	4
I enjoy reading but sometimes need reminders or motivation, I read to pass the time, My interest in reading depends on my mood.	3
I read mostly when required, I rarely enjoy reading, I lack personal drive to read.	2
I never read unless forced, I do not feel any benefit or joy from reading, I only read when I must and never by choice.	1

**Table 3.4 Reading Motivation Scoring**

To map students' fondness for reading level into levels, the survey scores obtained were encoded into four categories: Very Low, Low, Moderate, and High. Thus, the classification is as given below:

Score	Category	Description
0-35	Very Low	Frequently does not read; no clear interest or motivation towards fondness for reading.
36-65	Low	Reads occasionally with no sustained interest or motivation.
66-85	Moderate	Exhibits interest in reading; reads often with some motivation.
86-100	High	Very interested and motivated to read; reads extensively and prefers to read for self-development or leisure.

**Table 3.5 Fondness for Reading Level Category**

(Adapted from Sudijono, A. (2011). Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo Persada)

The formula used:

1) Individual score:  $\left( \frac{\text{individual raw score}}{\text{maximum score}} \times 100 \right)$

2) Percentage (%):  $\left( \frac{\text{number of students}}{\text{total respondents}} \times 100 \right)$

3) Mean:  $\left( \frac{\text{total score}}{\text{number of student}} \right)$

converted to percentage scale  $\left( \frac{\text{mean score}}{\text{maximum score}} \times 100 \right)$

4) Weighted mean score:  $\left( \frac{\text{mean1} \times \text{number of items1} + \text{mean2} \times \text{number of items2} + \dots}{\text{total number of items}} \right)$

## 2. Vocabulary Mastery Scoring

Scoring on the vocabulary mastery test instrument was done by giving a value of one (1) for each correct answer and zero (0) for the wrong answer. This test consists of 50 multiple-choice items divided into two parts, namely 25 questions on verbs and 25 questions on adjectives. To determine the level of vocabulary mastery, a classification guideline based on the number of correct answers was used with four categories, namely:

Score Range	Category
86–100	High
66–85	Moderate
36–65	Low
00–35	Very Low

**Table 3.6 Vocabulary Mastery Level**

(Adapted from Sudijono, A. (2011). *Pengantar Evaluasi Pendidikan*. Jakarta: Raja Grafindo Persada)

The formula used:

$$1. \text{ Individual score: } \left( \frac{\text{number of correct answer}}{\text{maximum score}} \times 100 \right)$$

$$2. \text{ Percentage (\%): } \left( \frac{\text{number of students}}{\text{total respondents}} \times 100 \right)$$

$$3. \text{ Mean: } \left( \frac{\text{total score}}{\text{number of student}} \right)$$

$$\text{converted to percentage scale } \left( \frac{\text{mean score}}{\text{maximum score}} \times 100 \right)$$

$$4. \text{ Overall mean: } \left( \frac{\text{meanA} + \text{meanB}}{2} \right)$$



### 3. Calculating the Correlation

First, a normality test was conducted to determine the distribution of data. The Shapiro-Wilk test was conducted because there were 31 respondents. The results showed that the fondness for reading score was normally distributed ( $p > 0.05$ ), while the vocabulary mastery score was not normally distributed ( $p < 0.05$ ). On this basis, the researcher used a non-parametric test in analyzing the correlation between the two variables, due to the fact that the test does not presume normal distribution.

To determine whether there existed a significant correlation between students' fondness for reading and students' vocabulary mastery, the researcher used SPSS (Statistical Package for the Social Sciences) software as the tool for statistical analysis. The reading fondness questionnaire score and the vocabulary mastery test score were first entered into SPSS.

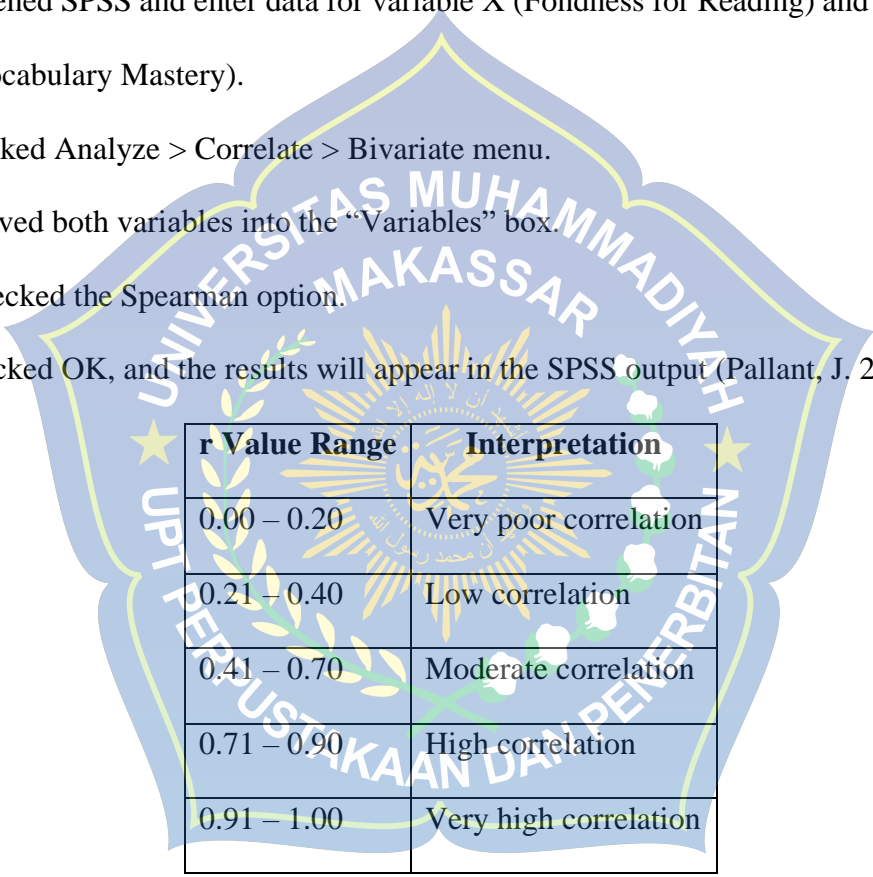
In this study, the correlation test was used to determine the relationship between fondness for reading and vocabulary mastery. Since the data was not normally distributed (based on the results of the previous normality test), a non-parametric correlation test was used. The type of non-parametric correlation used is Spearman Rank Correlation Coefficient. Spearman Rank is used because ordinal or interval scale data is not normally distributed, and aims to determine the extent to which the relationship between two variables occurs monotonically, namely whether an increase in one variable is followed by an increase or decrease in the other variable.

The test was conducted with the help of the SPSS program using the Spearman's rho procedure, with a significance level ( $\alpha$ ) of 0.05. The decision-making criteria are as follows:

1. If the sig value. (2-tailed)  $< 0.05$ , then  $H_0$  is rejected and  $H_1$  is accepted.
2. If the sig. (2-tailed)  $\geq 0.05$ , then  $H_0$  is accepted and  $H_1$  is rejected.

#### Steps of Spearman Correlation Test in SPSS:

1. Opened SPSS and enter data for variable X (Fondness for Reading) and variable Y (Vocabulary Mastery).
2. clicked Analyze > Correlate > Bivariate menu.
3. Moved both variables into the "Variables" box.
4. Checked the Spearman option.
5. Clicked OK, and the results will appear in the SPSS output (Pallant, J. 2020).



r Value Range	Interpretation
0.00 – 0.20	Very poor correlation
0.21 – 0.40	Low correlation
0.41 – 0.70	Moderate correlation
0.71 – 0.90	High correlation
0.91 – 1.00	Very high correlation

**Table 3.7 The Interpretation of Spearman Correlation Analysis**

(Adapted from Sudijono, A. (2011). Pengantar Evaluasi Pendidikan. Jakarta: Raja Grafindo Persada)

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the results of data analysis on the correlation between fondness for reading and vocabulary mastery. Data description, precondition test analysis, correlation test results, and discussion of study findings are some of the subchapters that comprise the analysis, which was conducted with the use of the SPSS software.

#### A. FINDINGS

##### 1. Students Fondness for Reading

This data is to find out how the fondness for reading of students in the fourth semester of English Education Department of University Muhammadiyah Makassar. This study divides the fondness for reading indicator into four main aspects, namely Reading Frequency, Reading Duration, Reading Preference, and Reading Motivation, each consisting of five statement items. Below is the distribution of the number of students based on the level of each aspect:

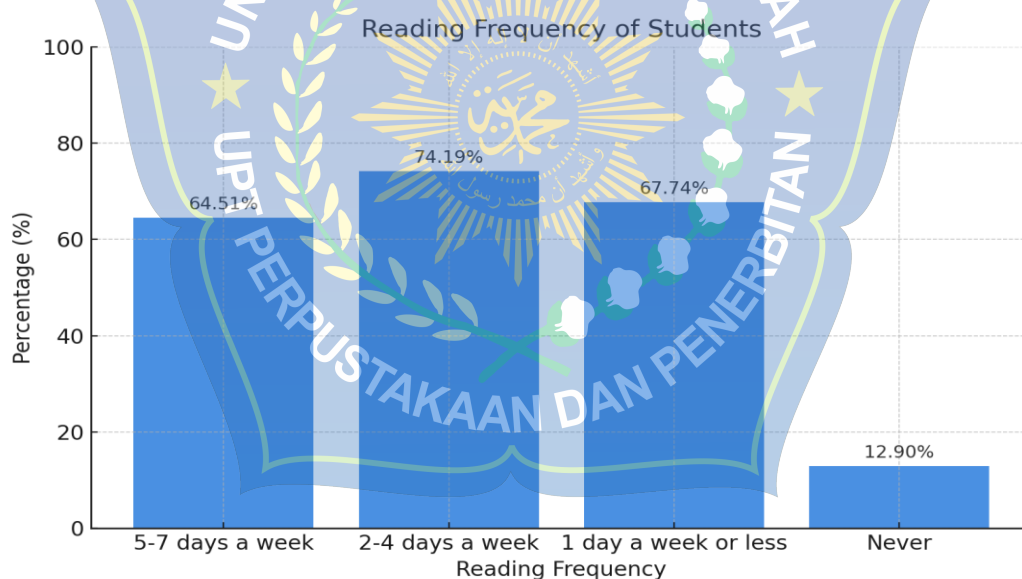
##### a. Reading Frequency

This component describes how frequently students participate in reading-related activities over the course of a normal week. The students' reading frequency was divided into four categories based on their answers to the fondness-for-reading questionnaire: high, moderate, low, and very low. The following table shows how the students are distributed across different levels:

Statement	Number of Students	Perc %
I voluntarily read almost every day (5–7 days a week).	20	64.51
I voluntarily read quite often (2–4 days a week).	23	74.19
I read only when I am interested or when I have free time (1 day a week or less).	21	67.74
I do not read voluntarily during the week (never).	4	12.90

**Table 4.1 Reading Frequency Finding**

As shown in the table 4.1 above, twenty students (64.51%) stated that they read 5-7 days a week. Twenty-one students (67.74%) read more than one day a week, while twenty-three students (74.19%) read two to four days a week. Only four students (12.90%) stated that they never read.



**Diagram 4.1 Distribution of Students Based on Reading Frequency**

Students' reading frequency was displayed in percentage form in diagram 4.1 above. With 74.19% of students with the largest category being “2-4 days a week,” followed by “1 day a week or less” with 67.74%, then a percentage of

64.51%, in the “5-7 days a week”. The "Never" group had the lowest percentage, 12.90%.

The average score for student participation reading frequency, as determined by the statistics above was 62.90. This number belongs to the low group based on the classification used in this investigation. This indicates that students in the fourth semester of English Education Department of University Muhammadiyah Makassar were at a generally low level.

#### **b. Reading Duration**

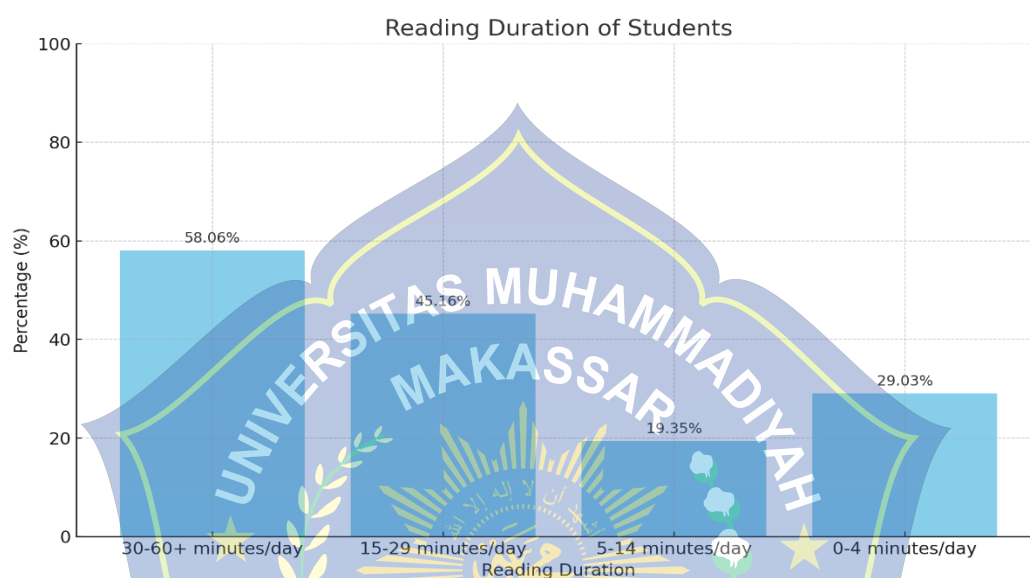
Reading duration refers to how much time the students typically spend reading in their lives every day. This aspect is used to determine students' reading involvement in the form of time investment. Based on the data collected through the questionnaire, students' reading duration was categorized into four levels: high, moderate, low, and very low. The classification was done according to the total score obtained from the respective items in the questionnaire.

<b>Statement</b>	<b>Number of Students</b>	<b>Perc %</b>
I read more than 30 minutes daily (30–60+ minutes per day).	18	58.06
I read daily for a moderate period (15–29 minutes per day).	14	45.16
I read briefly and irregularly (5–14 minutes per day).	6	19.35
I rarely or never read for personal enjoyment (0–4 minutes per day).	9	29.03

**Table 4.2 Reading Duration Finding**



According to the data of table 4.2 shows the duration of daily reading time spent by the students. A total of 18 students (58.06%) read for 30-60+ minutes per day, while 14 students (45.16%) read for 15-29 minutes per day. A total of 6 students (19.35%) read for 5-14 minutes per day, and 9 students (29.03%) only read for 0-4 minutes per day.



**Diagram 4.2 Distribution of Students Based on Reading Duration**

Diagram 4.2 above shows that the majority of students (58.06%) read for 30 to 60 minutes per day, according to the reading duration survey. A total of 45.16% of students read for 15-29 minutes per day in the second position, and 29.03% of students only read 0-4 minutes per day. Conversely, the smallest percentage of students 19.35% read for 5–14 minutes every day.

The average score for student participation reading duration, as determined by the statistics above was 50.00. This number belongs to the low group based on the classification used in this investigation. This indicates that students in the fourth

semester of English Education Department of University Muhammadiyah Makassar were at a generally low level.

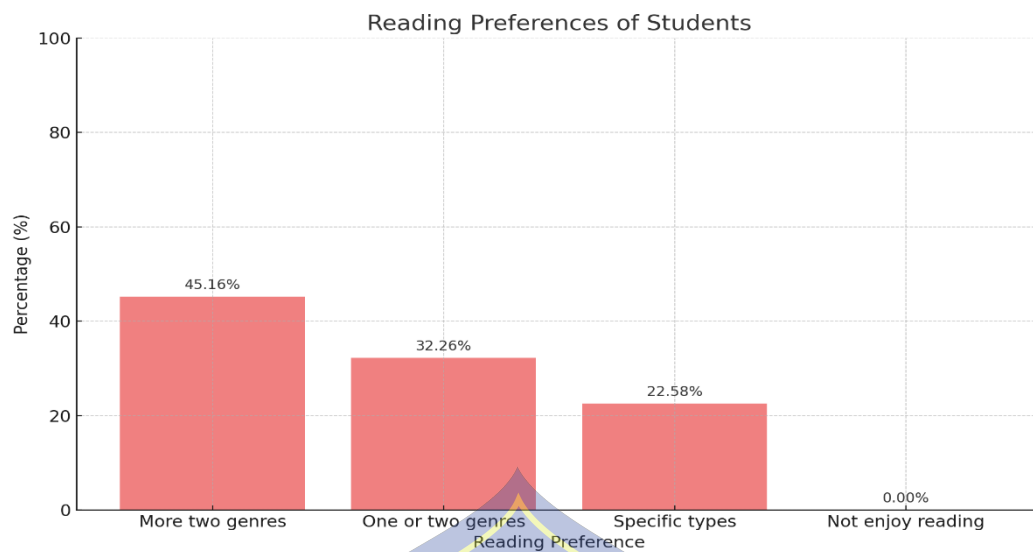
### c. Reading Preference

Reading Preference is one of the aspects analyzed in this study to determine the extent of students' interest or tendency in choosing and enjoying various types of reading. This aspect reflects students' preferences for reading activities, including the types of reading they choose voluntarily.

Statement	Number of Students	Perc %
I enjoy reading more than two genres	14	45.16
I like or prefer only one or two specific genres	10	32.26
I read only specific types and rarely	7	22.58
I do not enjoy reading any genre	0	0

**Table 4.3 Reading Preference Finding**

Based on table 4.3 above, the majority of students (45.16%) stated that they read more than two genres. A total of 32.26% of students read one or two genres. Meanwhile, 22.58% of students only liked certain or specific types of reading. There were no students (0%) who stated that they did not like reading.



**Diagram 4.3 Distribution of Students Based on Reading Preference**

The diagram 4.3 above shows that most students (45.16%) have a preference for reading more than two genres. Furthermore, 32.26% of students chose only one or two reading genres, and 22.58% preferred a specific type of reading. Interestingly, there were no students who stated that they did not enjoy reading (0.00%).

The average score for student participation reading preference, as determined by the statistics above, was 77.15. This number belongs to the moderate group based on the classification used in this investigation. This indicates that students in the fourth semester of English Education Department of University Muhammadiyah Makassar were at a generally moderate level.

#### **d. Reading Motivation**

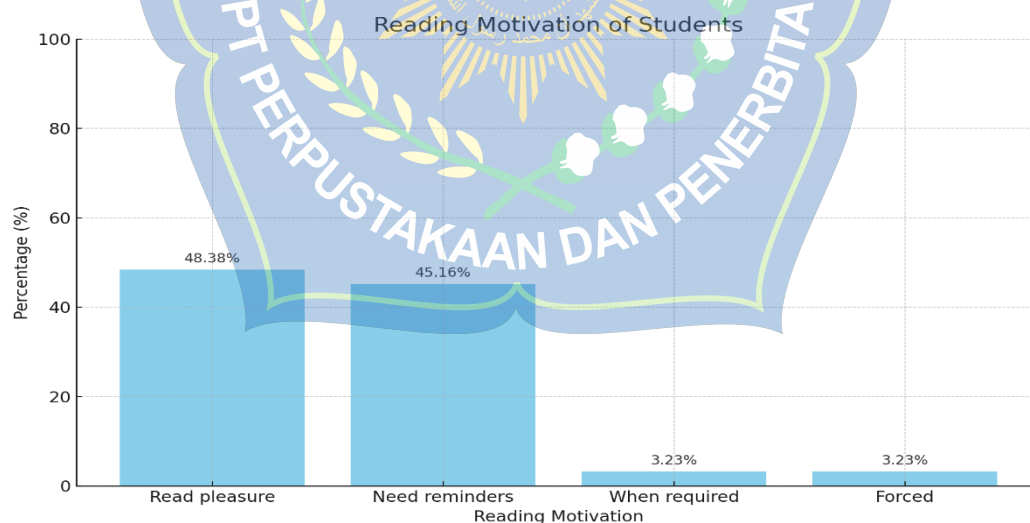
The last aspect analyzed in fondness for reading was reading motivation. This aspect measures the extent to which students are internally or externally

motivated to read. The data was classified into four categories: very low, low, moderate, and high based on each student's individual score.

Statement	Number of Students	Perc %
I read for pleasure and satisfaction.	15	48.38
I enjoy reading but sometimes need reminders or motivation.	14	45.16
I read mostly when required	1	3.23
I never read unless forced.	1	3.23

**Table 4.4 Reading Motivation Finding**

Based on table 4.4 above, it shows that up to 15 individuals, or 48.38% of students, read for pleasure or as a form of personal support. Additionally, 14 students (45.16%) read when others remind or urge them to do so. One student (3.23%) reads because they feel compelled to, and just one student (3.23%) reads when required.



**Diagram 4.4 Distribution of Students Based on Reading Motivation**

The Diagram 4.4 above shows that the majority of students 48.38% read for their own personal enjoyment. This is the majority of students. Furthermore, 45.16% of students read because they need reminders. Only a small proportion read because of obligation or necessity, namely 3.23% read only when required and another 3.23% read because they feel forced.

The average score for student participation reading motivation, as determined by the statistics above, was 85.21. This number belongs to the moderate group based on the classification used in this investigation. This indicates that students in the fourth semester of English Education Department of University Muhammadiyah Makassar were at a generally moderate level but almost high level.

#### e. Fondness for Reading

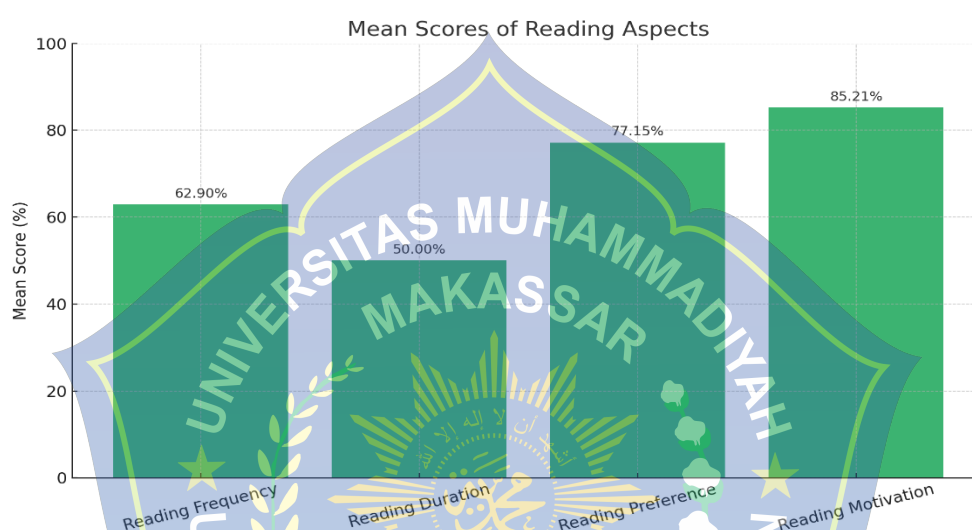
The table below shows the mean scores of each indicator of fondness for reading, namely reading frequency, reading duration, reading preference, and reading motivation:

Indicators	Mean Score
Reading Frequency	62.90
Reading Duration	50.00
Reading Preference	77.15
Reading Motivation	85.21

**Table 4.5 Mean Score Each Indicators Fondness for Reading**



From the table 4.5 above show that mean score of the four indicators for fondness for reading, one can see that frequency in reading has an average score of 62.90 and duration in reading of 50.00, both fell under the low category. In the meantime, reading motivation was 85.21 and the reading preference indicator was 77.15, both of which fell into the moderate range. It demonstrates that students are generally enthusiastic about and interested in reading.



**Diagram 4.5 Distribution of Mean Score of Fondness for Reading Indicators**

Diagram 4.5 above shows that the highest average score was in reading motivation (85.21%), followed by reading preference (77.15%), reading frequency (62.90%), and the lowest is reading duration (50.00%).

Aspect	Mean Score
Fondness for Reading	67.04

**Table 4.6 Students Fondness For reading Mean Score**

Based on the table 4.6 above, it can be noted that the dimension of fondness for reading has a mean score of 67.04 and was classified as moderate category. This shows that in general, the level of fondness towards reading activities among the students was moderate. This means that although there were students who are somewhat interested in reading, overall, their reading interest, motivation, reading time, and reading habits are still not high enough to qualify as high levels.

## 2. Students Vocabulary Mastery

This data is to find out how the vocabulary mastery of fourth semester students of English Education Departmen of University Muhammadiyah Makassar. This study divides vocabulary mastery indicators into two main aspects, namely verbs and adjectives, each of which consists of twenty-five multiple choice items. Each student has a total score for each aspect, which is the sum of the test scores on the twenty-five multiple choice questions.

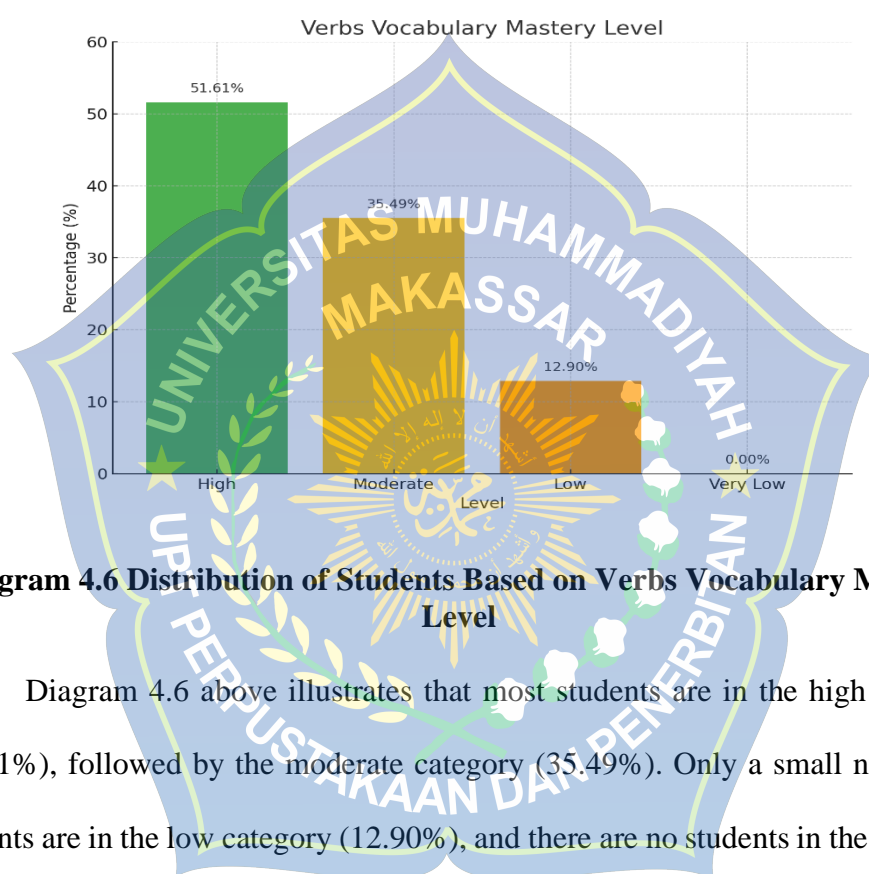
### a. Verbs

The following table shows the distribution of students' verbs vocabulary mastery levels, which are classified into four categories: high, moderate, low, and very low.

Verbs Vocabulary Mastery Level	Number of Students	Perc %
High score	16	51.61
Moderate score	11	35.49
Low score	4	12.90
Very low score	0	0

**Table 4.7 Number of Students Verbs Vocabulary Mastery Level**

The aforementioned table 4.7 indicates that the majority of students 51.61% have a high level of verb vocabulary mastery, demonstrating a strong capacity for recognizing. A total of 35.49% of students are in the moderate category, while the remaining 12.90% are in the low category. There were no students in the very low category. These results show that the majority of students have a fairly good mastery of verb vocabulary.



**Diagram 4.6 Distribution of Students Based on Verbs Vocabulary Mastery Level**

Diagram 4.6 above illustrates that most students are in the high category (51.61%), followed by the moderate category (35.49%). Only a small number of students are in the low category (12.90%), and there are no students in the very low category. This shows that most students have a good mastery of verb vocabulary.

#### **b. Adjectives**

The following table presents the distribution of students' level of mastery of adjectives vocabulary based on the test results. The categories used include high, moderate, low, and very low.

Adjectives Vocabulary Mastery Level	Number of Students	Perc %
High score	16	51.61
Moderate score	9	29.03
Low score	5	16.13
Very low score	1	3.23

**Table 4.8 Number of Students Adjectives Vocabulary Mastery Level**

From table 4.8 above, it can be seen that the majority of students (51.61%) are at the high level in mastering adjectives vocabulary. A total of 29.03% are at the moderate level, while 16.13% are classified as low, and only 3.23% are at the very low level.



**Diagram 4.7 Distribution of Students Based on Adjectives Vocabulary Mastery Level**

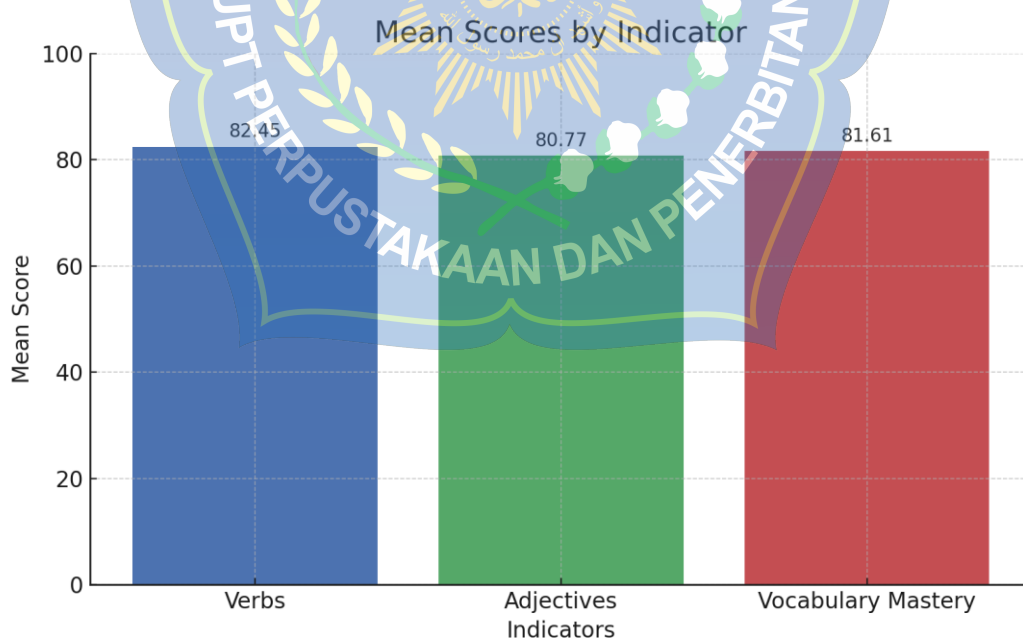
The majority of students (51.61%) fall into the high category, while 29.03% fall into the moderate category, according to diagram 4.7 above, indicating that students' proficiency in adjective vocabulary is typically strong.

**c. Students' Vocabulary Mastery**

Indicators	Mean Score
Verbs	82.45
Adjectives	80.77
Vocabulary Mastery	81.61

**Table 4.9 Indicators Vocabulary Mastery**

Based on table 4.9 above, it shows that the average mastery of verbs vocabulary (82.45) by students is included in the moderate category. Likewise, the average mastery of adjectives vocabulary (80.77) is also included in the moderate category. In general, students' vocabulary mastery was at a moderate level (81.61), meaning that they have a fairly good vocabulary ability but have not reached a high level of mastery.



**Diagram 4.8 Distribution of Mean Score of Vocabulary Mastery Indicators**

Based on the diagram above, it shows that all indicators have an average score above 80, which means verbs get the highest score among the three. Adjectives shows the lowest score although it is still quite high. Vocabulary Mastery, which is a combination of the two aspects, is in the middle.

### 3. Analysis Prerequisite Test

Before the correlation test was carried out, the data was tested for normality to determine the type of analysis used. The normality test was carried out using Kolmogorov-Smirnov and Shapiro-Wilk.

Variable	Kolmogorov-Smirnov Sig.	Shapiro-Wilk Sig.	Conclusion
Fondness for Reading	0.200	0.748	Normal*
Vocabulary Mastery	0,015	0,003	Not Normal

**Table 4.10 Normality Test Result**

From the data in table 4.10 above, we can see that the fondness for reading data was normally distributed but the vocabulary mastery data was not normally distributed because the significance value of one of the two tests is less than 0.05, so it can be concluded that the data was not normally distributed. Therefore, Spearman's non-parametric correlation test was used to continue the study.



#### 4. Correlation Between Fondness For Reading and Vocabulary Mastery

This data is to determine whether there is a significant correlation between students' fondness for reading and vocabulary mastery of fourth semester students of English Education Department of University Muhammadiyah Makassar. After doing the calculation using Spearman Rho as stated in chapter three. To see whether there is a correlation between students' fondness for reading and their vocabulary mastery, the researcher tries to show it in the table below.

Variable 1	Variable 2	Correlation ( $\rho$ )	Sig. (2-tailed)	N
Fondness for Reading	Vocabulary Mastery	-0.015	0.938	31

**Table 4.11 Correlation Between Fondness For Reading and Vocabulary Mastery**

The table above 4.11 above shows the correlation between fondness for reading and vocabulary mastery among fourth semester students of English Education Department of University Muhammadiyah Makassar. Based on the results of the Spearman's rho correlation test, the correlation coefficient ( $\rho$ ) is -0.015 with a significance value (Sig. 2-tailed) of 0.938. This value indicates that there was a very weak and negative relationship or very poor correlation between the fondness for reading and vocabulary mastery variables. However, since the significance value is greater than 0.05, the relationship is not statistically significant. Thus, it can be concluded that there is no significant relationship between students' fondness for reading and their vocabulary mastery in this study. That is, an increase in

fondness for reading does not directly correlate with an increase in vocabulary mastery in the sample of 31 students studied.

Therefore, the alternative hypothesis ( $H_1$ ) that there is a significant correlation between fondness for reading and vocabulary mastery is rejected, and the null hypothesis ( $H_0$ ) is accepted, that there is no significant correlation between fondness for reading and vocabulary mastery. That is, among the population of 31 fourth-semester students of the English Education Department of University Muhammadiyah Makassar, students who reported more preference for reading did not necessarily exhibit more vocabulary control.

## B. DISCUSSION

The finding of this study showed that there is no statistically significant correlation between fondness to read and vocabulary mastery of the fourth-semester students of English Education Department of University Muhammadiyah Makassar. The Spearman's rho correlation coefficient ( $\rho$ ) was  $r = -0.015$  and the significance value was 0.938, indicating that the correlation is very weak and statistically not significant. That is to say, increased interest or preference in reading does not necessarily relate to improved vocab mastery among these students.

Numerous earlier studies that found a strong and favorable relationship between vocabulary competence and reading habits are in conflict with this outcome. For instance, Walansih et al. (2022) researched the senior high school learners and set up a significant positive relationship ( $r = 0.679$ ) between descriptive text reading comprehension and vocabulary mastery. Additionally, Iffah and Emilia

(2023) found a significant relationship ( $r = 0.680$ ,  $p < 0.05$ ) between eighth-grade students' reading comprehension and vocabulary proficiency. These results imply that vocabulary knowledge and reading proficiency are closely related in the majority of situations.

By showing a stronger significant correlation ( $r = 0.8769$ ,  $p < 0.005$ ) between junior high school students' vocabulary mastery and reading competence, another study by Cleverisa and Perdhani (2022) validated the crucial significance of vocabulary mastery in reading competency. Similarly, Forsia et al. (2022) demonstrated that students' reading interest and vocabulary mastery significantly predicted their reading comprehension ( $p < 0.05$ ), indicating a concurrently beneficial influence.

Kurniawan et al. (2021), with focus on reading enjoyment and science attitude, concluded that although attitudes were neutral, reading characteristics of the students were still statistically significantly correlated with science attitudes ( $p = 0.048$ ). This indirectly supports the suggestion that reading habits can influence academic dispositions and achievement, though perhaps in varying ways based on contexts and topics.

Concurrently, Muhammadiyah et al. (2019) emphasized that students who were also poor in mastering their vocabulary achieved lower scores in reading comprehension, which again only supported the strong correlation between these two variables. Again demonstrating the pedagogical importance of fostering a love of reading, Rahmawati (2020) found that students who were highly interested in reading demonstrated higher reading comprehension skills.

The current study did not find a significant correlation between vocabulary mastery and a love of reading, despite the positive findings in the previously mentioned studies. This could be due to a myriad of reasons: differences in students' population, reading material, learning settings, or even students' perception and utilization of "fondness for reading." It could imply that although the students would like to read, they might not be using the books that will help them expand their vocabulary the most.

These results indicate the value in further research on what types of reading habits and materials are optimal in fostering vocabulary acquisition. To better promote vocabulary mastery, teachers may also try to integrate reading interest programs with direct vocabulary instruction.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

Based on the overall findings of this study, one could conclude that there is no significant relationship between fondness for reading and vocabulary mastery. Hence, while reading can enhance language interaction and enrichment, it is not the sole element that contributes to vocabulary growth. Vocabulary acquisition can also be affected by other important variables such as learning strategies, students' intrinsic motivation, the frequency of language use in context, and formal instruction received in class. Teachers and curriculum designers are therefore invited to adopt diverse and integrative solutions when looking to improve students' vocabulary skills - not only on the grounds of improving reading interest.

#### **B. SUGGESTIONS**

Based on the above conclusions, the researcher provides some suggestions as follows:

1. For English Teachers:

In addition to pushing students to read, teachers can enhance vocabulary learning strategies by incorporating interactive media, vocabulary games, and word meaning conversations into their classes.

2. For Students:

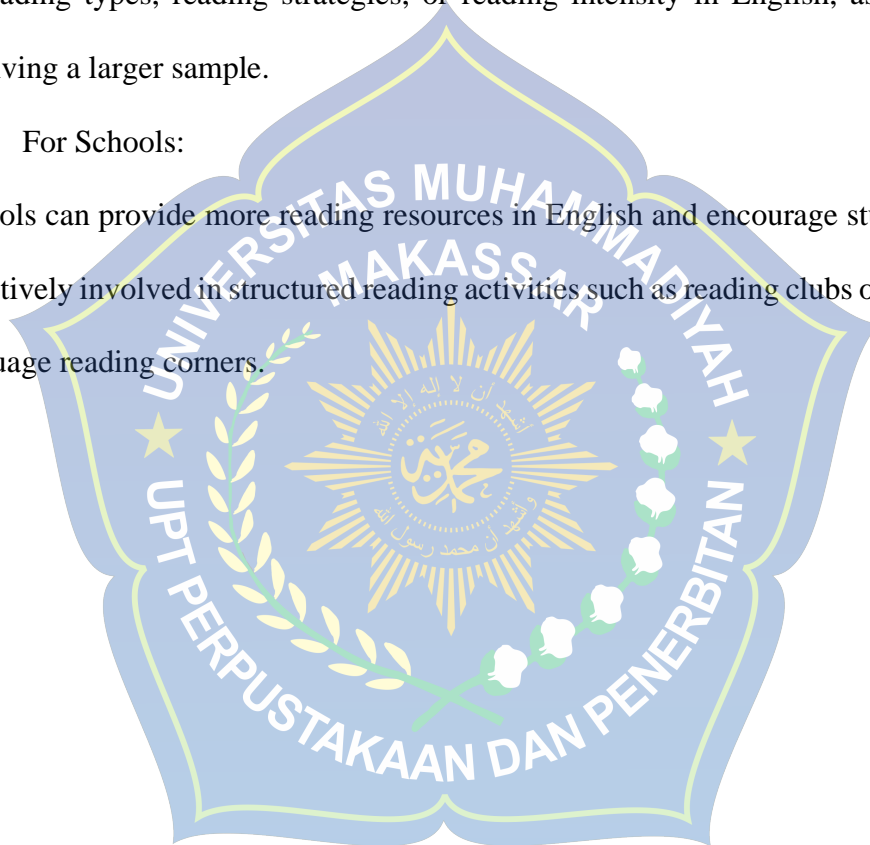
Increasing reading interest is still important, but it should be directed to reading that is in line with the learning objectives, such as varied and contextualized English texts so that vocabulary increases effectively.

3. For Future Researchers:

It is recommended to conduct further research by considering other variables such as reading types, reading strategies, or reading intensity in English, as well as involving a larger sample.

4. For Schools:

Schools can provide more reading resources in English and encourage students to be actively involved in structured reading activities such as reading clubs or foreign language reading corners.





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## APPENDIX 1. Questionnaire for Reading Frequency

### Questionnaire: Reading Frequency

**Instructions:** Please answer Yes if the statement matches your reading habit, and No if it does not.

### Questionnaire Statements:

No.	Statement	Yes	No
1.	I voluntarily read almost every day (5–7 days a week).	<input type="checkbox"/>	<input type="checkbox"/>
2.	I voluntarily read quite often (2–4 days a week).	<input type="checkbox"/>	<input type="checkbox"/>
3.	I read only when I am interested or when I have free time (1 day a week or less).	<input type="checkbox"/>	<input type="checkbox"/>
4.	I do not read voluntarily during the week (never).	<input type="checkbox"/>	<input type="checkbox"/>

*(This questionnaire was developed and adapted based on constructs from (Wigfield & Others, n.d.) Motivation for Reading Questionnaire (2000), PISA reading behavior indicators, and related literature on reading habits and intrinsic motivation)*

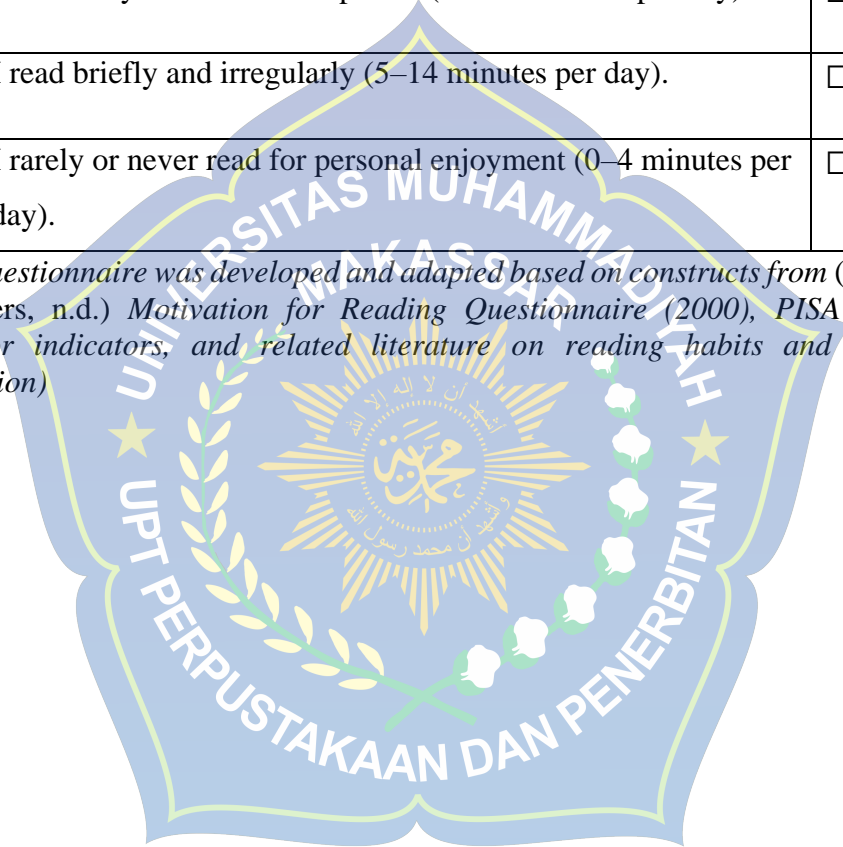
## APPENDIX 2. Questionnaire for Reading Duration

**Instructions:** Please answer Yes if the statement matches your reading habit, and No if it does not. **Rating Scale:**

### Questionnaire Statements:

No.	Statement	Yes	No
1.	I read more than 30 minutes daily (30–60+ minutes per day).	<input type="checkbox"/>	<input type="checkbox"/>
2.	I read daily for a moderate period (15–29 minutes per day).	<input type="checkbox"/>	<input type="checkbox"/>
3.	I read briefly and irregularly (5–14 minutes per day).	<input type="checkbox"/>	<input type="checkbox"/>
4.	I rarely or never read for personal enjoyment (0–4 minutes per day).	<input type="checkbox"/>	<input type="checkbox"/>

*(This questionnaire was developed and adapted based on constructs from (Wigfield & Others, n.d.) Motivation for Reading Questionnaire (2000), PISA reading behavior indicators, and related literature on reading habits and intrinsic motivation)*



### APPENDIX 3. Questionnaire for Reading Preferences

**Instructions:** Choose only one answer (a, b, c, or d) for each question that best represents your reading behavior.

1. How wide is your interest in reading genres?
  - a. I enjoy reading more than two genres.
  - b. I like or prefer only one or two specific genres.
  - c. I read only specific types and rarely.
  - d. I do not enjoy reading any genre.
  
2. How do you find or access reading materials?
  - a. I actively seek reading materials.
  - b. I read when materials are available but don't search for new ones.
  - c. I read only when required (e.g., for school tasks).
  - d. I do not read or look for reading materials.
  
3. What role does reading play in your daily activities?
  - a. I prefer reading over other activities.
  - b. I read during free time but it's not my main activity.
  - c. I read only when there is no other option or only when necessary.
  - d. I prefer other activities such as watching TV or playing games.

*(This questionnaire was developed and adapted based on constructs from (Wigfield & Others, n.d.) Motivation for Reading Questionnaire (2000), PISA reading behavior indicators, and related literature on reading habits and intrinsic motivation)*

## APPENDIX 4. Questionnaire for Reading Motivation

**Instructions:** Choose one answer (a, b, c, or d) for each question that best describes your personal motivation to read.

1. What best describes your reason for reading?
  - a. I read for pleasure and satisfaction.
  - b. I enjoy reading but sometimes need reminders or motivation.
  - c. I read mostly when required.
  - d. I never read unless forced.
  
2. How do you view reading in your daily life?
  - a. I see reading as a hobby or personal need.
  - b. I read to pass the time.
  - c. I rarely enjoy reading.
  - d. I do not feel any benefit or joy from reading.
  
3. What drives you to read?
  - a. I continue reading without external rewards and show curiosity.
  - b. My interest in reading depends on my mood.
  - c. I lack personal drive to read.
  - d. I only read when I must and never by choice.

*(This questionnaire was developed and adapted based on constructs from (Wigfield & Others, n.d.) Motivation for Reading Questionnaire (2000), PISA reading behavior indicators, and related literature on reading habits and intrinsic motivation)*



## APPENDIX 5. Test for Verbs Vocabulary Mastery Test

Level: Semester 4

Total Items: 50 (25 Verbs + 25 Adjectives)

### 📌 Instructions:

1. Read each question carefully.
2. Choose the **most appropriate meaning or synonym** for each underlined word.
3. Circle the correct **letter (A, B, C, or D)**.
4. There is only **one correct answer** for each item.

### ✦ Part A: Verbs (Choose the correct meaning)

1. The teacher encouraged us to join the competition.
  - A. Forced
  - B. Advised
  - C. Ignored
  - D. Punished
2. He refused to accept the offer.
  - A. Accepted
  - B. Denied
  - C. Avoided
  - D. Repeated
3. The professor emphasized the importance of doing research.
  - A. Ignored
  - B. Avoided
  - C. Highlighted
  - D. Forgot
4. He submitted his assignment before the deadline.
  - A. Received
  - B. Wrote
  - C. Turned In
  - D. Copied
5. He admits that he made a mistake.
  - A. Denies
  - B. Accepts
  - C. Blames
  - D. Forgets
6. I always enjoy listening to music while studying.
  - A. Dislike
  - B. Like
  - C. Forget
  - D. Hear

7. They **interrupted** the speaker several times.
  - A. Ignored
  - B. Stopped
  - C. Listened To
  - D. Invited
8. We must **reduce** the amount of waste we produce.
  - A. Increase
  - B. Collect
  - C. Decrease
  - D. Manage
9. She repaired the broken chair.
  - A. Painted
  - B. Bought
  - C. Fixed
  - D. Sold
10. He **borrowed** a book from the library.
  - A. Lent
  - B. Took temporarily
  - C. Lost
  - D. Stole temporarily

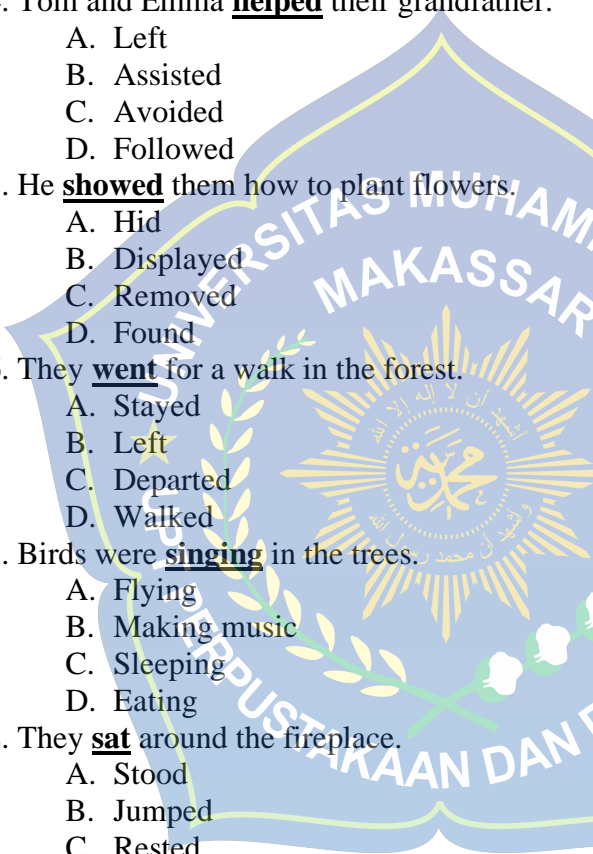
**Instructions:**

1. Read the short story provided.
2. Each question below includes **a sentence from the story with one underlined word.**
3. Choose **the correct meaning or role of the underlined word** based on the context.
4. Each question has four choices: **A, B, C, and D.** Only one answer is correct.

**Text:**

Last weekend, Tom and his sister Emma visited their grandparents who live in a quiet village. The village is surrounded by tall trees and colorful gardens. When they arrived, their grandmother greeted them with a warm hug. The house was small but very cozy. After unpacking their bags, Tom and Emma helped their grandfather in the garden. He showed them how to plant flowers and water the vegetables. In the afternoon, they went for a walk in the forest nearby. The path was narrow and a bit slippery, but the view was beautiful. Birds were singing and the air felt fresh. That night, they sat around the fireplace, told stories, and drank hot chocolate. It was a peaceful and enjoyable weekend.

11. Tom and his sister Emma **visited** their grandparents.
  - A. Ignored
  - B. Traveled to see

- C. Called  
D. Wrote a letter to
12. The village is **surrounded** by tall trees.  
A. Destroyed  
B. Enclosed  
C. Replaced  
D. Covered inside
13. Their grandmother **greeted** them with a hug.  
A. Ignored  
B. Welcomed  
C. Yelled at  
D. Passed by
14. Tom and Emma **helped** their grandfather.  
A. Left  
B. Assisted  
C. Avoided  
D. Followed
15. He **showed** them how to plant flowers.  
A. Hid  
B. Displayed  
C. Removed  
D. Found
16. They **went** for a walk in the forest.  
A. Stayed  
B. Left  
C. Departed  
D. Walked
17. Birds were **singing** in the trees.  
A. Flying  
B. Making music  
C. Sleeping  
D. Eating
18. They **sat** around the fireplace.  
A. Stood  
B. Jumped  
C. Rested  
D. Danced
19. They **told** stories together.  
A. Listened to  
B. Spoke  
C. Heard  
D. Wrote
20. They **drank** hot chocolate.  
A. Cooked  
B. Bought  
C. Consumed
- 
- The logo of Universitas Muhammadiyah Makassar is a circular emblem. It features a central sunburst or star-like design with Arabic calligraphy in the center. The text 'UNIVERSITAS MUHAMMADIYAH' is written in a semi-circle at the top, and 'MAKASSAR' is written below it. At the bottom, the text 'PUSAT KEMAHMUDIYAHAN DAN PENERBITAN' is visible. The logo is surrounded by a decorative border.

- D. Shared
21. They **unpacked** their bags.
- A. Filled
  - B. Emptied
  - C. Lost
  - D. Decorated
22. The children **helped** in the garden.
- A. Observed
  - B. Supported
  - C. Delayed
  - D. Avoided
23. They **planted** flowers with their grandfather.
- A. Pulled
  - B. Placed into the ground
  - C. Ate
  - D. Painted
24. They **walked** on a narrow path.
- A. Jumped
  - B. Ran
  - C. Moved on foot
  - D. Flew
25. They **enjoyed** their weekend.
- A. Hated
  - B. Liked
  - C. Missed
  - D. Feared

(This vocabulary mastery test instrument was developed and adapted from *Vocabulary Mastery Materials* by (Nation, n.d.), with references to: Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press)

## APPENDIX 6. Test for Adjectives Vocabulary Mastery Test

### ✦ Part B: Adjectives (Choose the closest meaning)

26. The movie was very **boring**.
  - A. Exciting
  - B. Annoying
  - C. Dull
  - D. Fast
27. My friend is very **honest**.
  - A. Smart
  - B. Truthful
  - C. Rude
  - D. Lazy
28. This bag is too **heavy** for me to carry.
  - A. Light
  - B. Large
  - C. Weighty
  - D. Small
29. It's **dangerous** to drive without a seatbelt.
  - A. Risky
  - B. Safe
  - C. Fun
  - D. Simple
30. I feel **happy** today because I passed the exam.
  - A. Nervous
  - B. Sad
  - C. Joyful
  - D. Angry
31. She looked very **tired** after the long trip.
  - A. Energetic
  - B. Sleepy
  - C. Excited
  - D. Strong
32. His explanation was very **clear**.
  - A. Complicated
  - B. Bright
  - C. Understandable
  - D. Confusing
33. My grandfather is still very **active** at the age of 70.
  - A. Lazy
  - B. Lively
  - C. Calm
  - D. Weak

34. It was a **strange** noise from the forest.

- A. Usual
- B. Loud
- C. Weird
- D. Sweet

35. This book is **useful** for our research.

- A. Boring
- B. Helpful
- C. Ugly
- D. Useless

**Instructions:**

1. Read the short story provided.
2. Each question below includes **a sentence from the story with one underlined word.**
3. Choose **the correct meaning or role of the underlined word** based on the context.
4. Each question has four choices: **A, B, C, and D.** Only one answer is correct.

**Text:**

Last weekend, Tom and his sister Emma visited their grandparents who live in a quiet village. The village is surrounded by tall trees and colorful gardens. When they arrived, their grandmother greeted them with a warm hug. The house was small but very cozy. After unpacking their bags, Tom and Emma helped their grandfather in the garden. He showed them how to plant flowers and water the vegetables. In the afternoon, they went for a walk in the forest nearby. The path was narrow and a bit slippery, but the view was beautiful. Birds were singing and the air felt fresh. That night, they sat around the fireplace, told stories, and drank hot chocolate. It was a peaceful and enjoyable weekend.

36. They live in a **quiet** village.

- A. Noisy
- B. Peaceful
- C. Busy
- D. Large


37. The village is surrounded by **tall** trees.

- A. Short
- B. Long
- C. High
- D. Wide

38. The gardens are **colorful**.

- A. Bright



- B. Black and white  
C. Plain  
D. Empty
39. She gave a **warm** hug.  
A. Cold  
B. Comforting  
C. Boring  
D. Quick
40. The house was **cozy**.  
A. Spacious  
B. Dirty  
C. Comfortable  
D. Empty
41. The path was **slippery**.  
A. Safe  
B. Wet and hard to walk  
C. Clear  
D. Wide
42. The view was **beautiful**.  
A. Ugly  
B. Nice to see  
C. Dark  
D. Confusing
43. The air felt **fresh**.  
A. Polluted  
B. Clean  
C. Stuffy  
D. Cold
44. It was a **peaceful** weekend.  
A. Loud  
B. Calm  
C. Strange  
D. Exciting
45. The weekend was **enjoyable**.  
A. Sad  
B. Pleasant  
C. Boring  
D. Cold
46. The fireplace gave a **warm** feeling.  
A. Hot  
B. Cozy
- 
- The logo of Universitas Muhammadiyah Makassar is a circular emblem. It features a central sunburst with Arabic calligraphy. The text 'UNIVERSITAS MUHAMMADIYAH' is written in a semi-circle at the top, and 'KEMENTERIAN KEMASYARAKATAN DAN PENERBITAN' is written in a semi-circle at the bottom. The emblem is surrounded by a decorative border of white flowers and green leaves.

- C. Cold
- D. Empty
- 47. The house was **small** but cozy.
  - A. Big
  - B. Tiny
  - C. Spacious
  - D. Huge
- 48. The forest had a **narrow** path.
  - A. Wide
  - B. Tight
  - C. Smooth
  - D. Hidden
- 49. It was a **beautiful** view from the forest.
  - A. Messy
  - B. Lovely
  - C. Scary
  - D. Blurry
- 50. The forest path was a bit **slippery**.
  - A. Wet
  - B. Smooth
  - C. Sticky
  - D. Easy

(This vocabulary mastery test instrument was developed and adapted from *Vocabulary Mastery Materials* by (Nation, n.d.), with references to: Nation, I. S. P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press)

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**APPENDIX 7. Answer Key for Vocabulary Mastery**
**No. Answer    No. Answer**

1    B	26   C
2    B	27   B
3    C	28   C
4    C	29   A
5    C	30   C
6    B	31   B
7    B	32   C
8    C	33   B
9    C	34   C
10   B	35   B
11   B	36   B
12   B	37   C
13   B	38   A
14   B	39   B
15   B	40   C
16   D	41   B
17   B	42   B
18   C	43   B
19   B	44   B
20   C	45   B
21   B	46   B
22   B	47   B
23   B	48   B
24   C	49   B
25   B	50   A



## APPENDIX 8. Students Fondness for Reading Score

Student Name	Reading Frequency Score	Reading Duration Score	Reading Preferences Score	Reading Motivation Score
Student 1	20	10	66.67	66.67
Student 2	50	70	66.67	83.33
Student 3	90	100	91.67	100.00
Student 4	90	70	83.33	75.00
Student 5	60	60	75.00	100.00
Student 6	90	50	75.00	75.00
Student 7	30	20	83.33	83.33
Student 8	30	40	91.67	100.00
Student 9	100	50	66.67	91.67
Student 10	60	20	75.00	83.33
Student 11	60	20	66.67	75.00
Student 12	90	90	91.67	91.67
Student 13	70	10	83.33	91.67
Student 14	70	70	91.67	83.33
Student 15	50	20	83.33	83.33
Student 16	50	40	75.00	83.33
Student 17	50	40	83.33	83.33
Student 18	90	40	83.33	83.33

Student 19	70	30	91.67	83.33
Student 20	50	90	83.33	91.67
Student 21	90	90	75.00	100.00
Student 22	40	40	91.67	100.00
Student 23	90	60	83.33	83.33
Student 24	40	40	100.00	100.00
Student 25	40	80	83.33	100.00
Student 26	90	40	58.33	75.00
Student 27	30	40	66.67	83.33
Student 28	50	20	66.67	75.00
Student 29	20	10	50.00	66.67
Student 30	90	90	91.67	91.67
Student 31	100	100	75.00	58.33
Total	195	155	287	317
Overall Total	961			

## APPENDIX 9. Students Vocabulary Mastery Score

Student Name	Verb Score	Adjectiv Score
Student 1	64.0	44.0
Student 2	84.0	96.0
Student 3	92.0	76.0
Student 4	68.0	60.0
Student 5	88.0	96.0
Student 6	72.0	48.0
Student 7	84.0	96.0
Student 8	88.0	100.0
Student 9	88.0	96.0
Student 10	100.0	96.0
Student 11	100.0	96.0
Student 12	92.0	84.0
Student 13	96.0	96.0
Student 14	80.0	44.0
Student 15	92.0	76.0
Student 16	76.0	72.0
Student 17	88.0	100.0
Student 18	80.0	80.0



Student 19	80.0	80.0
Student 20	88.0	96.0
Student 21	80.0	88.0
Student 22	56.0	60.0
Student 23	52.0	28.0
Student 24	92.0	88.0
Student 25	76.0	76.0
Student 26	88.0	80.0
Student 27	92.0	96.0
Student 28	80.0	68.0
Student 29	56.0	88.0
Student 30	92.0	100.0
Student 31	92.0	100.0
Total	639	626
Overall Total	1265	

## APPENDIX 10. Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
fondness	.085	31	.200*	.978	31	.748
vocabulary	.176	31	.015	.883	31	.003

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



## APPENDIX 11. Correlation Between Fondness for Reading and Vocabulary Mastery Result

Correlations			fondness	vocabulary
Spearman's rho	fondness	Correlation Coefficient	1.000	-.015
		Sig. (2-tailed)	.	.938
		N	31	31
	vocabulary	Correlation Coefficient	-.015	1.000
		Sig. (2-tailed)	.938	.
		N	31	31



## APPENDIX 12. Documentation of Activities



## APPENDIX 13. Supporting Documents



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
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Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:**

Nama : Mutmainna Anwar  
Nim : 105351105820  
Program Studi : Pendidikan Bahasa Inggris

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5	Bab 5	0%	5 %

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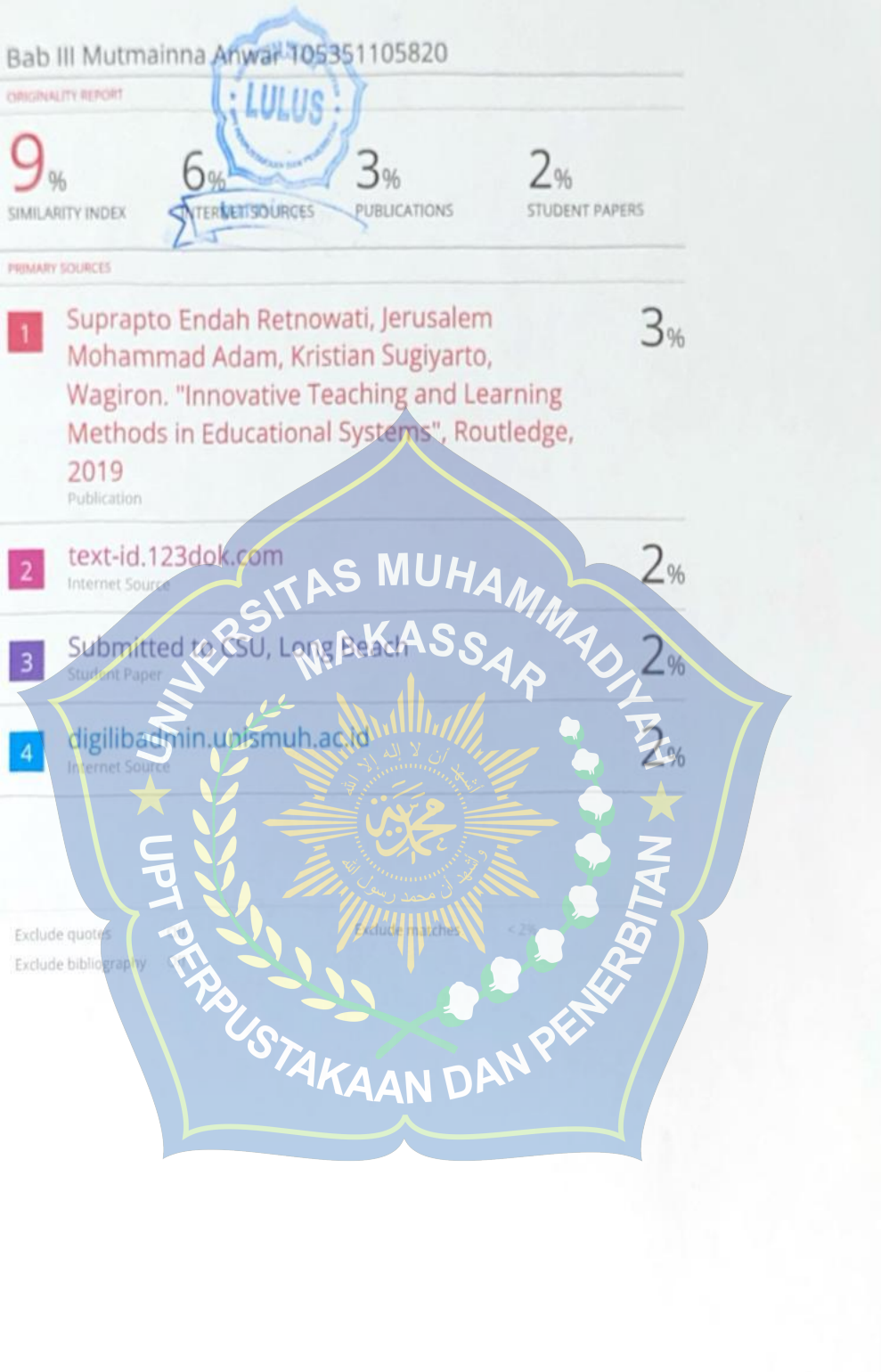
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : Mutmainna Anwar  
 NIM : 105351105820  
 Judul Penelitian : The Correlation Between Fondness For Reading And Vocabulary Mastery Of The Fourth Semester Students Of English Education Department Of University Muhammadiyah Makassar  
 Tanggal Ujian Proposal : 12 Maret 2025  
 Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selara / 3 Juni 2025	Menyampaikan kuisisioner dan tes kepada mahasiswa semester 4 kelas A	St. Asmangin An S.pd., M.Pd.	
2	Kamis / 5 Juni 2025	Menyampaikan kuisisioner dan tes kepada mahasiswa semester 4 kelas C	Dr. Andi Asri Jumanis, S.pd, Mpd.	
3	Senin / 9 Juni 2025	Menyampaikan kuisisioner dan tes kepada mahasiswa semester 4 kelas B	Dr. Andi An Jumanis, S.pd, M.pd.	
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Mengetahui,

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**LETTER OF ACCEPTANCE**  
0986/BG-FKIP/LOA/B/VIII/1447/2025

Dear MUTMAINNA ANWAR

It is our pleasure to inform you that, after reviewing your paper:  
**A CORRELATION STUDY BETWEEN FONDNESS FOR READING AND  
ADJECTIVES VOCABULARY MASTERY AMONG EFL UNIVERSITY  
STUDENTS**

The manuscript ID: 1904

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

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contribution.

We will let you know if you have to make any modification as the reviewer's  
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Makassar, 12 Agustus 2025 M  
18 Safar 1447 H

Head of English Education Department  
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**Dr. Ummi Khaerati Svam, S.Pd., M.Pd.**  
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PROGRAM STUDI  
PENDIDIKAN BAHASA INGGRIS  
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## BIOGRAPHY OF RESEARCHER



The researcher, Mutmainna Anwar was born in Takalar, November 27, 2000. She is the youngest of four siblings. In 2013, she graduated from SDN NO.6 Bilacaddi and continued her studies at SMP Negeri 2 Takalar and graduated in 2016. In the same year, she continued her studies at SMAN 3 Takalar and graduated in 2019. Then, she continued her education at Universitas Muhammadiyah Makassar, she was accepted in English Education Department, Faculty of Teacher Training and Education. After completing her studies, she was able to complete her thesis entitled **“The Correlation Between Fondness For Reading And Vocabulary Mastery Of The Fourth Semester Students Of English Education Department Of University Muhammadiyah Makassar”**.

