

THE EFFECT OF READING HABIT ON EFL LEARNERS' VOCABULARY SIZE

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ABSTRACTS	ARTICLE INFO
<p>There were 128 students in sixth semester, the researcher found some difficulties that faced by students, such as a lack of vocabulary numbers, which causes poor understanding in reading. Besides, the students do not want to read an English text since they feel difficult to understand the meaning of the text. The purpose of this research was to investigate the effect of reading habits on EFL learners' vocabulary size. This research employs a quantitative approach with ex post facto design. The participants of this research were 69 third-year students in English Language Education Study Program at Islamic State University of Mataram. Data of students' vocabulary size were garnered through Lemma-based Vocabulary Size Test (LVST), while their reading habits were elicited through self-report measurement scale. The gained data then were analyzed using one-way ANOVA and post-hoc analysis to compare students' vocabulary size based on high, medium, and low reading habit. The results of this research were 1) There is a significant difference in students' vocabulary size based on their reading habits (high, medium, and low) indicated by p-value Sig. 0.004 < 0.005. Nevertheless, the post-hoc analysis showed that high vs low and high vs medium reading habit categories differ significantly. 2) Reading habit has minor effect size on EFL learners' vocabulary size as indicated by Cohen's d value .283. Therefore, despite significant differences between high vs low and high vs medium category, reading habit is shown to have small effect on students' vocabulary size.</p>	<p>Article History: <i>Received: December 21st, 2024</i> <i>Revised: December 25th, 2024</i> <i>Published: December 2024</i></p> <hr/> <p>Keywords: <i>EFL Learners, Reading Habit, Vocabulary Size</i></p>

INTRODUCTION

Vocabulary is an essential component of language teaching and learning, especially the English language. As Richards and Renandya in Raudhatul Hasanah stated that vocabulary is a fundamental element of language proficiency and forms a large portion of the foundation for students' ability to read, write, speak, and listen. People cannot properly communicate or express their ideas in writing or speaking without a sufficient vocabulary. As a result, it will be challenging for students to follow the teaching and learning process if they lack it. Unfortunately, a lot of students devote more of their time to learning language structure than vocabulary. Meanwhile, David Wilkins in Alqallaf and Ahmed argues that "very little can be communicated without grammar, and nothing can be said without vocabulary".

Given the significance of vocabulary, a teacher, as one of the key elements in the learning process, must take the lead in encouraging and pushing students to be enthusiastic about expanding their vocabulary. This concept is related to what Amy Rider said in Raudhatul Hasanah, who stated that there are significant advantages to working with students to increase their vocabulary. Students who have a large vocabulary feel more intelligent. They will be able to comprehend what they read and hear when they feel more intelligent. Because they can speak the language more fluently, the students will feel more comfortable expressing their views. Vocabulary knowledge is crucial for second language learners and teachers to focus on in order to master a language. This supported by Susanto who claims that both educators and learners concur that expanding the vocabulary is essential to teaching a language. Vocabulary can improve comprehension and helps the reading progress.

Reading is critical in language acquisition, especially in second and foreign language learning. It is so critical for educators to guarantee that students acquire sufficient vocabulary to read and comprehend academic literature. The relationship between reading comprehension skill and vocabulary size, on the other hand, is complex and dynamic. One method that activities might help students' vocabulary grow is through reading. When students read, they learn new vocabulary and understand certain English words. They can learn the meaning of the language by reading. In a study conducted by Rahayuningsih, in order to understand the context of a reading, students must not only read and pronounce a few words, but they must also understand the meaning of each word. In short, reading can help students improve their vocabulary. Reading also improves one's ability to be more imaginative and creative. A study conducted by Fitria shows that when students understand what they read, the more they read, the better they understand the meaning of every word in English.

Vocabulary is crucial to learning a foreign language, and readers who have a strong vocabulary will be better able to understand the contents. Students can prepare their thoughts, feelings, and experiences by using vocabulary. Furthermore, reading the material helps students to read, comprehend, and retain the vocabulary. Mastering the ability to read English texts requires practice, and developing excellent English reading habits is crucial. Reading cognition could increase students' comprehension, motivation, and word stock. Therefore, students who learn the vocabulary can readily comprehend the content and increase their reading enthusiasm. According to Neumann's study through comprehending to master text and vocabulary, causing learners to improve their writing skills. Reading is a fundamental language ability that can assist language learners in acquiring new vocabulary. Therefore, comprehension and vocabulary are crucial skills that English language teachers must impart to students who are learning the language.

Reading habit has been shown in studies to have a significant impact on vocabulary growth. According to Alsaif and Masrai, prolonged reading can help students expand their vocabulary. Reading the material assists students to read, comprehend, and retain the vocabulary. Moreover, vocabulary includes not just words but also meanings to assist someone in appropriately expressing existing concepts. Students who read will discover

new words in the texts they are reading. Students' habits of reading can also help them become more confident. Students will learn a great deal of knowledge and facts through reading. Students' confidence might grow as their knowledge increases.

Based on the researcher's observation in Mataram state Islamic University, especially students at English Study Program where there were 128 students in sixth semester, the researcher found some difficulties that faced by students, such as a lack of vocabulary numbers, which causes poor understanding in speaking, writing, and reading. Besides, the students do not want to read an English text since they feel difficult to understand the meaning of the text.

Furthermore, based on the researcher's discussion with some sixth semester students at English study program in Mataram state Islamic University, some students have issues such as the insufficient vocabulary size that makes it difficult to speak in English and inhibits the development of other language skills, and despite having taken English classes since childhood, they are unable to communicate effectively in English. As a result, there is an urgent need to expand study into the vocabulary size and teaching processes in Indonesia. Meanwhile, students should be proficient in vocabulary to help them understand the materials they are reading.

However, little research has been carried out on the relationship between reading habit and vocabulary size in Indonesian EFL higher education context. Therefore, in this study the researcher conducted the study under the title "The Effect of Reading Habit on EFL Learners' Vocabulary Size".

RESEARCH METHODS

This study used quantitative method with ex-post-facto design. According to Creswell, quantitative research is a kinds of research methodology that uses numerical data to collect and examine information about a certain issue or phenomenon. The present study employed ex-post-facto design, which aimed to find the causes that allow changes in behavior, symptoms, or phenomena caused by an event, things that are caused by an event or things cause changes in independent variables. The population in this research was the sixth semester students of English Study Program at Mataram state Islamic University, which consist of 128 students. The sample in this research was 97 students. The sampling technique used in this study was Volunteer Sampling with inclusive criteria.

RESEARCH FINDINGS AND DISCUSSION

Table 4.1 The Data of Vocabulary size and Reading Habit of the Participants

Student Number (NIM)	Gender	Vocab Size	Reading habit	Reading habit category
200107040	Female	6150	3.33	High
200107047	Female	7050	3.17	Medium
200107047	Female	7050	3.17	Medium
200107018	Female	5200	3.33	High

200107041	Male	9800	3.42	High
200107069	Male	8100	3.42	High
200107008	Female	3450	2.92	Medium
200107046	Female	4950	3.00	Medium
200107094	Female	6000	3.00	Medium
200107112	Female	5300	3.25	Medium
200107054	Female	9650	3.83	High
200107023	Female	5850	3.00	Medium
200107069	Male	5650	3.33	High
200107001	Female	7050	3.67	High
200107078	Female	2500	2.58	Medium
200107082	Female	9450	3.50	High
200107029	Female	7500	3.83	High
200107050	Female	6050	3.25	Medium
200107049	Female	4600	2.33	Low
200107038	Female	3000	2.83	Medium
200107107	Male	8350	3.33	High
200107106	Male	5100	3.58	High
200107009	Male	5900	3.25	Medium
200107027	Female	6100	2.92	Medium
200107048	Female	4900	2.42	Low
200107002	Female	5150	2.42	Low
200107021	Female	6100	3.42	High
200107013	Male	6800	3.17	Medium
200107024	Male	8400	4.08	High
200107025	Female	7150	3.67	High
200107007	Female	5200	3.08	Medium
200107011	Female	7600	2.58	Medium
200107004	Female	5500	2.67	Medium
200107119	Female	6250	2.92	Medium
200107015	Female	4600	3.92	High
200107061	Female	5000	2.33	Low
200107111	Female	3300	3.42	High
200107036	Female	4200	3.00	Medium
200107045	Female	8400	4.33	High
200107057	Male	4650	3.00	Medium
200107042	Female	4800	2.83	Medium
200107056	Male	2400	3.58	High
200107044	Female	9400	3.00	Medium
200107041	Male	8450	3.33	High

200107033	Male	5150	2.75	Medium
200107085	Male	2350	3.08	Medium
200107012	Female	8850	3.67	High
200107080	Female	6150	3.25	Medium
200107103	Male	3800	3.75	High
200107046	Female	6100	2.50	Low
200107077	Male	4750	3.17	Medium
200107070	Male	3700	2.75	Medium
200107074	Female	5200	2.92	Medium
200107080	Female	5600	3.17	Medium
200107064	Female	2550	2.00	Low
200107068	Male	3100	2.42	Low
200107079	Female	6300	2.83	Medium
200107092	Male	4650	3.42	High
200107118	Male	5700	2.67	Medium
200107108	Male	10550	3.33	High
200107092	Male	4650	3.42	High
200107120	Female	8450	3.50	High
200107104	Female	4400	3.42	High
200107117	Female	5850	3.25	Medium
200107098	Male	5800	2.92	Medium
200107103	Female	3050	2.75	Medium
200107023	Female	5000	3.00	Medium
200107035	Female	6050	2.92	Medium
200107084	Female	7350	3.92	High

The data of the effect size demonstrate that the estimate of Cohen's D of reading habit is 0.283, which is categorized small. Therefore, despite significant differences between high vs low and high vs medium category, reading habit is shown to have small effect on students' vocabulary size.

This study aimed to investigate the effect of reading habit on the vocabulary size at Mataram state Islamic University, which consist of 22 male and 47 female, for a total of 69 students in English Study Program as participants. Two findings emerged taken from the students' performance in the reading habit test which was adopted from Schmidt and Retesldorf and the vocabulary size test which was adopted from Masrai. First, the results of the group comparison demonstrated that there is a significant difference in students' vocabulary size based on their reading habits. At the $p=0.04$ level, the difference is statistically significant. Nevertheless, the post hoc analysis's findings revealed significant vocabulary size differences between high vs. low and high vs medium reading habits. This indicates that the only comparison of vocabulary size that revealed insignificant differences was between the groups with medium and low reading habits.

Students with high reading habits tend to have a larger vocabulary size. They are often exposed to different types of words and diverse languages through their reading, which can significantly expand their vocabulary. This finding concurs with finding conducted by Bi stated that the students gain new vocabulary and comprehension of certain English terms when they read. Another study conducted by Khezrlou and Ellis shows that students will acquire more vocabulary or words when they read texts with greater engagement. According to Ong & Zhang, the students' vocabulary could increase through reading. Moreover, students may have a better understanding of grammar, word meaning, and proper use of words. As result, students who have a strong vocabulary will be able to comprehend the text or content.

On the other hand, students with low reading habits have a more limited vocabulary size. They could have difficulties with comprehension, communication, and academic success. That it was influenced by the text's genre, topic matter, and interpersonal, familial, or friend context (social context). The finding in this research concurs with study conducted by Malin stated that the influence of reading activities on vocabulary size is not too significant. According to a study conducted by Rachman, students who struggle to comprehend the material become disinterested in learning English, particularly when it comes to reading English texts. Therefore, students can readily understand the material or the text and establish their interest in reading if the students comprehend the vocabulary.

Second, A minor to moderate impact size is indicated by a Cohen's d value of 0.283 for the vocabulary size difference between students with different reading habits. Practically, this means that students with higher reading habits tend to have a slightly stronger vocabulary than those with lower reading habits. This impact size may not be very significant, but it does show that there is some relevant difference. In short, a slightly wider vocabulary relates to stronger reading habits, as indicated by the Cohen's d value of 0.283 for reading habits, indicating a small to moderate effect size. Conversely, Cohen's d value of -0.025 for vocabulary size indicates that there is a minor difference in reading habit between students with different vocabulary sizes. This suggests that reading habits have a significant positive impact on vocabulary size, although the impact is not very large.

A study conducted by Cervetti stated that vocabulary can be improved by reading and rereading the book or text. Reading can have an impact on vocabulary learning in English. Shortly, reading habit was helpful for the vocabulary size of EFL learners as it aligns with this research's result, which showed a positive association and was confirmed by the expert's earlier research. However, it is critical to recognize the limitations of this research. Because the sample size was small, the findings may not be applicable to all university departments. To acquire a thorough knowledge of the effect of reading habits on EFL learners' vocabulary size, future research should investigate a larger and more varied sample.

CONCLUSION

This study discusses the effect of reading habits on EFL learners' vocabulary size. The findings of this research unveiled a significant difference in the vocabulary size based

on their reading habits (high, medium, and low), indicated by p-value Sig. 0.004 <0.005. Yet, the post-hoc analysis showed that only high vs low and high vs medium reading habits differ significantly in terms of vocabulary size. Students with high reading habits tend to have a larger vocabulary size and have good ability to comprehend the text, meanwhile the students with medium and low reading habit have limited vocabulary.

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