

The Effect Of Reading Habit And Vocabulary Mastery Towards Students' Reading Comprehension

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Abstrak - This research is a kind of survey and aims to find out and analyze empirically the effect of reading habit and vocabulary mastery towards student's reading comprehension. The observed population of this research in state senior high school students in Central Jakarta. The sample was gained through simple random sampling which means that the researcher mixed the subjects in the population, so that they will be considerably the same. The collection of the data is done by preferential and objective tests at 2 independent variables (reading habit and vocabulary mastery) and 1 dependent variable (reading comprehension). The gained data was then analyzed by using correlation technique and multiple regressions such as normality test and linearity test. The result of this research is 1) there are any significant effects of reading habit and vocabulary mastery altogether towards students' reading comprehension at State Senior High School in Central Jakarta. It is proved by $Sig.=0.000<0.05$ and $F_0 = 42.001$; 2) There is a significant effect of reading habit towards students' reading comprehension at State Senior High School in Central Jakarta. That is proved by the value $Sig.= 0.011<0.05$ and $t_0 = 2.614$; 3) There is a significant effect of vocabulary mastery towards students' reading comprehension at State Senior High School in Central Jakarta. This is proved by the value $Sig. = 0.000<0.05$ and $t_0 = 8.066$, it implies that to enhance students' reading comprehension, teacher must build reading habit and vocabulary mastery for achievement in learning process.

Keywords : Reading habit, Vocabulary Mastery, and Students' Reading Comprehension

Abstrak – Penelitian ini bertujuan untuk menganalisis dan menguji kebenaran hipotesis mengenai pengaruh Kebiasaan Membaca dan Penguasaan Kosakata terhadap Pemahaman Membaca teks Bahasa Inggris Siswa. Penelitian dilakukan dengan metode survey. Populasi adalah siswa SMA Negeri di Jakarta Pusat. Sample diperoleh dengan teknik simple random sampling. Pengumpulan data dilakukan dengan pengujian pada 2 variabel bebas (Kebiasaan Membaca dan Penguasaan Kosakata) dan 1 variabel terikat (Pemahaman Membaca). Data yang diperoleh kemudian dianalisis dengan teknik korelasi dan regresi berganda yaitu uji normalitas dan uji linearitas. Hasil dari penelitian ini adalah 1) Terdapat pengaruh yang signifikan antara kebiasaan membaca dan penguasaan kosakata terhadap pemahaman membaca siswa di SMA Negeri di Jakarta Pusat. Hal ini dibuktikan dengan $Sig. = 0.000<0.05$ dan $F_0 = 42.001$; 2) Terdapat pengaruh yang signifikan kebiasaan membaca terhadap pemahaman membaca siswa di SMA Negeri di Jakarta Pusat. Hal tersebut dibuktikan dengan $Sig.= 0.011<0.05$ dan $t_{hitung} = 2.614$; 3) Terdapat pengaruh yang signifikan penguasaan kosakata terhadap pemahaman membaca siswa di SMA Negeri di Jakarta Pusat. Hal tersebut dibuktikan dengan $Sig. = 0.000<0.05$ dan $t_0 = 8.066$. Hal ini dapat diartikan bahwa untuk meningkatkan pemahaman membaca siswa, guru harus membangun kebiasaan membaca dan penguasaan kosakata pada proses pembelajaran.

Keywords : Kebiasaan Membaca, Penguasaan Kosakata, and Pemahaman Membaca Siswa.

INTRODUCTION

The function and role of language is an important element in communication so that English becomes familiar as the international language and also uses informal education. It is impossible that people can live without socialization with other people. So, language is very important to be related to one another. English is one of the most commonly spoken languages in the world.

English is one of the most popular languages. English is the most effective language for

communicating with people in the world out of different language backgrounds. Consequently, English becomes an important language and as the standard language. Most countries in the world require English learning result from the beginner until advance learner in their national education system.

English as a foreign language is learned as a partial requirement in all education levels in Indonesia. We know that there are four skills that the students should master in learning English at school

namely: Listening, Reading, Speaking, and Writing. Receiving skills we generally refer to with listening and reading skills and for productive skills we generally refer to as speaking and writing skills. It is a basic language skill in teaching and learning English for both formal and informal schools such as courses or educational institutions.

The process for obtaining information from written text is to read; from author to reader. This reading process aims to understand the meaning that will be conveyed in the written text. According to (Geoff Dean, 2013) "Reading is more than just seeing words clearly, more than just saying properly printed words and more than just recognizing the meaning of isolated words. By reading, it requires us to think and feel the meaning in the reading. To understand all components of the text then we may only search for and pronounce words in the text but must further study the meaning of the reading.

(T.T Surjosuseno, 2011) states, "reading is an activity which people cannot measure while it is processing." This can mean that the result can be seen when it has been generated. For example, when students are reading, teachers cannot measure their reading skills. However, when students answer questions based on the reading text they have read, teachers can obtain results from students' reading activities from the correct answers they have. Thus, one of the important factors to support student outcomes is with reading comprehension skills. Thus, one of the important factors of successful reading comprehension can be done with reading habits. Therefore, improving students' reading habits and vocabulary mastery is indispensable to improving reading comprehension

(Palani, 2012) "Reading habit is an essential and important aspect which shapes the personality of an individual and it helps them to develop the proper thinking methods and creating new ideas." Based on the statement, it can be concluded that in order to build a person's personality in thinking, it takes the activity of reading habits to get used to getting detailed information, can cultivate various ideas about things in their life, not easily provoked by incorrect issues, and have a broader knowledge.

Students can open up new worlds and expand their perspectives by doing reading habits that have great benefits to use in everyday life. Thus, to help students speak confidently and grow their potential can be done with reading habits. On the other hand, reading habits are very closely related to reading comprehension, if reading habits are interpreted as a process then the understanding of reading is understanding the essence of reading itself. Thus getting used to reading as a daily activity will be able to help students in understanding English text smoothly and precisely. Reading habits can also help

students improve their reading analysis skills and get students used to critical thinking.

In fact, there are still many students who still have problems with reading comprehension. In fact, it raises concerns about why there are still many students who are poor in reading comprehension. Indifference and underestimating the importance of reading habits are the main reasons students have problems in reading understanding so students are unable to explore their potential.

Some factors can affect the lack of reading habits. First, at school students are not asked by their teacher to read a book more often during recess or practice reading habits while at home. They prefer to make television, chat with friends, play games, shopping at the mall than have to take the time to do reading activities. This often leads to students failing reading comprehension tests, especially reading materials that have English content.

Second, Reading is a boring activity. According to (Ögeyik & Akyay, 2009) state, "reading habit is an important tool for the development of educational personalities and mental capacities of individuals." Reading habits are one way that students can develop their science, mindset, shrinking, and creativity. In order to improve learning, especially reading comprehension learning can be realized, students should improve their reading habits wherever they are, so that students' learning achievement can improve and create continuous progress in the world of education or teaching learning process. Often reading is associated with a task that is so tedious that it fosters poor perception for one's own self and assumes that they will fail. Therefore, the role of family and the surrounding environment is very effective in encouraging students to grow their reading interest, especially for students whose reading interest is quite low.

Most of the students at any level of education have problems such as the limitation of vocabulary numbers that caused their understanding in speaking, writing, and reading are poor. They also have limited time in practicing foreign languages used for daily activities. Then students must often practice the use of foreign languages in daily activities can start by speaking to the nearest person first.

(Scott Thornbury, 2007) "Without grammar very little can be conveyed, without vocabulary, nothing can be conveyed". Knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other parts of the language are linguistic factors that can influence students' reading success. As well as on the other hand knowledge of the outside world can be gained through skills and success in reading. (Scott Thornbury, 2007) "The

best way of providing the necessary exposure is through extensive that is, the reading of long texts, and for pleasure rather than for information”.

(Scott Thornbury, 2007) “Conveying that understanding of the text must be shared by someone who wants to know the challenges of the world. For someone who has the right knowledge of knowledge background, it will be less likely that one will fail to understand the meaning of the text. Thus, their skills and knowledge will greatly affect the competence of students in reading English texts. Thus, one must possess all such skills and knowledge to gain competence in reading.

As stated before, to support the success of students' foreign language learning, vocabulary mastery has a very important role. If students do not have enough vocabulary. English tasks will be frustrating need to master the vocabulary in order to be able to comprehend reading texts.

Best of the function, vocabulary is generally classified into two parts: active or productive vocabulary and passive or receptive vocabulary. Vocabulary is also divided into four components of language: reading, listening, writing, and speaking. In fact, one will more easily digest the vocabulary of learning through listening and speaking compared to learning vocabulary through reading and writing.

According to (A. S. Hornby, 2010), “Vocabulary is divided into two types. First, active vocabulary refers to items which the learner can use appropriately in listening or writing but in fact, it is more difficult to put into practice”. The point is to be able to use productive vocabulary so students have to know how to speak well, the target grammar also they have to understand and master its use, as well as the meaning of collocation of words that are closely related to the vocabulary they should be close to. Furthermore, it relates to all the words students hear and students read in relation to passive vocabulary. This refers to the context of reading and listening to words in English that they do not yet recognize and understand.

Ideas expressed in words will be closely related to the ability to master vocabulary and reading comprehension. Because usually after an idea appears resulting from the reading process then it can be poured into the form of beautiful words according to the idea that appears. Reading can enhance the vocabulary of the student's or it can best say it is the best way for students to develop their vocabulary.

(Robertson, 2017) “The process of extracting and building meaning through interaction is the meaning of a reading understanding involving the language to be written”. This explains the

importance of extracting and building a meaning that is a determinant of the results in reading comprehension.

Many students think that reading is simply read whatever it is in front of them and they never care about comprehension. In order to help students, teachers need to get involved with them in the process of reading lessons. Teachers can help improve students' vocabulary by giving them the tools with which they can expand their vocabulary. To achieve great things then students need a lot of tools to think and that becomes one of the tools in thinking are words, then if more and more students learn about words the more tools they already have. With the increase in vocabulary mastery, student's comprehension will automatically increase. The study was undertaken to explore the role of vocabulary mastery in reading comprehension.

Furthermore, related to students' reading habits and mastery of students' vocabulary that is quite low then there are some problems. Based on some data, high school students in Central Jakarta have a fairly low reading habit. Of the above statements, the factors that can significantly reduce their reading comprehension are the process of low reading habits and very lack of mastery of the vocabulary of the text they read. This is demonstrated by an undisciplined attitude in the application of reading habits that can result in a fairly poor reading understanding. Therefore, discipline in the application of reading habits and memorizing rarely recognized vocabulary is the key to success for reading comprehension.

The Researcher hopes will get more information to identify the problem in reading habits and mastery of the vocabulary and student's reading comprehension. The researcher will get experiences and knowledge of these topics for the future on her life.

The Novelty of this research is examining the effects of student habits of reading and mastery of the vocabulary towards reading comprehension while the two other journals examine different skill. According to the journal (Santoso, 2014) Stated that the only effect of student habits of reading and mastery of the vocabulary towards student skill of speaking, while (Frijuniarsi & Marlianingsih, 2016) they study about student habits of reading and mastery of the vocabulary but with another variable is listening skill. So, we know that another journal didn't research the student comprehension of reading.

The last journal (Lusianah, 2017) The aims of this study were to find out whether or not there were significant correlations between student habits of reading and reading comprehension, between the

perspectives of student habits of reading and student comprehension of reading, between mastery of vocabulary and understanding of reading, this is different because we are research the effect is not only the correlations.

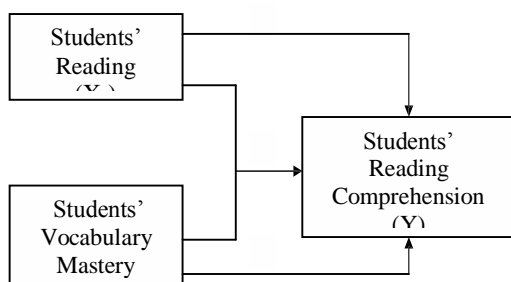
RESEARCH METHODOLOGY

The Research is carried out at State Senior High School which is located in East Jakarta. Researchers conduct research on odd semesters of academic year (2017 – 2018) precisely from August until November.

This study emphasizes on the effects of student habits of reading and vocabulary mastery altogether towards students' reading comprehension. It means that there are two unsuspended variables and one suspended variable, variable X1 as the first independent variable (student habits of reading) and variable X2 as the second independent variable (student's vocabulary mastery) which have interconnected and influenced the Y variable, as the dependent variable (students' reading comprehension). The method used is a survey with a multi-correlation technique.

Therefore, this research will be seen clearly throughout the research design in the following figure:

Figure 1. Research Design



The area of generalization is the population of an object or subject that has certain qualities and characteristics to be analyzed and made a conclusion from researchers. According (Sugiono, 2011) “said that population briefly a generalization region consisting of objects with certain characteristics and the quantity applied by researcher to learn and then drawn conclusions.

Furthermore, (Jack R. Fraenkel, 2003) “find out that population is the Langer group to which one hopes to apply the result. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study. Populations in this research are all students of State Senior High School in Central Jakarta.

In collecting the data, according to (Suharsimi Arikunto, 2006) “sample is a portion or representative of the population in the research. Hel also add if the subjects are less than 100 taken all, so that the research is population research, and if the number of large subjects can be taken between 10-15% or 20-25% or more. Based on that, from 150 students, the researchers can take 10 % of the whole population. $0,10 \times 300$ is 30 students, taken from 45 students. The researchers are going to take it randomly from 2 different schools of 300 students.

The Data Collection Technique that has been done to get the data of mastery of the vocabulary and Reading Habit and Reading Comprehension variables is by asking the respondents to answer the question that has been asked by the researchers. The respondents' answers are being scored based on the scoring rule.

The sampling technique used for this research survey is a *cluster-simple random sampling* it means that the sample is randomly taken in a cluster, by a simple way. The data collection of this research, students' reading habit, student's vocabulary mastery and students' reading comprehension. Questionnaire and objective test of each variable are given to 30 students.

1. Technique Analysis Data

a. Descriptive Analysis

It is used to get the description of the research result generally. The data that has been gotten will be provided in descriptive statistic such as mean, median, modus, the range of deviation standard, variance, and kurtosis. Next, the data is served in frequency distribution table forms, histograms, and polygon graphics for each research variable and will use program of SPSS version 22.0 for windows.

b. Data Requirements Test

Test requirements of data analysis are used to determine whether the data has collected for further which is feasible or not by using statistical tools. The tests are data normality's test and regression's test. In this research the overall analysis is carried out by a computer program of SPSS version 22.0 for windows.

c. The Test of Research Hypothesis

The analysis of research hypothesis test is done by using two-tailed ANOVA (Analysis of Variance Technique). The two-tailed ANOVA is a technique to analyze the data of the research by using SPSS version 20.0 for windows. The criteria of testing are achieved by seeing the value of significance (Sig).

Accept H_0 : if the value of significance < 0.05 means there is an effect between the variables.

Accept H_1 : if the value of significance > 0.05 means there is no effect between the variables.

The entire hypothesis test is fulfilled and known that the data is proper to be tabulated and tested by using the hypothesis that has proposed. The hypothesis calculated by using the partial correlation techniques and multiple correlations, and also a partial linear regression and multiple linear regressions. In practice, SPSS Program version 20.0 is used for testing and calculating the correlation and regression the partial or multiple regressions.

FINDING AND RESULT

The result of this research is there are a significant effects of student's reading habit and student's vocabulary mastery altogether towards student's reading comprehension.

From data description gained after analyzing the correlation, we may get the coefficient of correlation, which is stated by 0.722 and coefficient of determination stated by 52.2 %. From the calculation by using SPSS version 20.0 for windows, it is proven that coefficient of correlation is significant.

From the hypothesis test, F test (2.77) is 42.001 and p value Sig. is $0.000 < 0.05$ means that there is any significant effect of student's reading habit and vocabulary mastery altogether towards student's reading comprehension. In conclusion, these two independent variables X_1 and X_2 altogether significantly given an effect on the increment of student's reading comprehension at State Senior High Schools in Central Jakarta.

The recapitulations of the entire test can be seen as follows:

Table 5. The Recapitulation Result of Multiple Correlation Test of The Effect of Reading Habit (X_1) and Vocabulary Mastery (X_2) Towards Student's Reading Comprehension (Y).

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.722 ^a	.522	.509	6.075

a. Predictors: (Constant), Vocabulary Mastery, Reading Habit

Table 6. The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Student's Reading Habit (X_1) and Vocabulary Mastery (X_2) towards Student's Reading Comprehension (Y).

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	3100.338	2	1550.169	42.001	.000 ^b
Residual	2841.883	77	36.908		
Total	5942.222	79			

a. Dependent Variable: Reading Comprehension

b. Predictors: (Constant), Vocabulary Mastery, Reading Habit

Table 7. The Recapitulation Result for Linear Regression Coefficients Significance Test of The Effect of Reading Habit (X_1) and Vocabulary Mastery (X_2) on Student's Reading Comprehension (Y). Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	46.335	3.993		11.604	.000
1 Reading Habit	.087	.033	.210	2.614	.011
Vocabulary Mastery	.397	.049	.649	8.066	.000

a. Dependent Variable: Reading Comprehension

Table 1 above shows R Square value of 0.522 or 52.2% of the variables of Reading Habit and Vocabulary mastery affect the variable Reading Comprehension. The remaining $100\% - 52.2\% = 47.8\%$ writing recount text influenced by other variables.

From the table 2 above is called ANOVA's table interpretation of the F test that results in the test of whether the effect of X_1 and X_2 are significant or not, if Sig $<$ from 0.05 and the model fits the data well. $F(2.77) = 42.001$, p value = 0.000 this is an evidence of Sig. of the data X_1 and X_2 . F test (test together) is said that there are joint influences of Reading Habit and Vocabulary mastery variables on student's Reading Comprehension text because the p value Sig $0.000 < 0.05$ means the results passed.

Table 3 shows the result of t test (partial test) is a partial effect of the Reading Habit and Vocabulary Mastery variables partially on Reading Comprehension if the p Sig values are 0.011 and $0.000 < 0.05$ means the results passed.

Unstandardized Coefficient or Regression Coefficient is used to count the regression equation in order to form equations and to know the direction

of positive influence, the higher of X variables influence, the higher results of Y variable as well.

$$Y = 46.335 + 0.087 X_1 + 0.397 X_2$$

Standardized Coefficients (Correlation Coefficients) is used to know the direction of positive influence. If the students produce the higher X, it will be reached the higher Y. In addition, it is used to know which variable has the most dominant effect, from this table X_2 is the most dominant 0.649 affecting Y, then X_1 is 0.210.

CONCLUSION

Based on the results of hypothesis testing research findings can be concluded as follows:

1. There are any significant effects of reading habit (X_1) and vocabulary mastery (X_2) jointly towards the student's reading comprehension (Y) at state senior high schools in Central Jakarta. It is proved by the value of $\text{sig} = 0.000 < 0.05$ and $F_0 = 42.001$. It means that the higher the student's reading habit and the higher the student's vocabulary mastery, the higher the student's reading comprehension, or vice versa. This indicates that the student's reading habit and vocabulary mastery are two critical variables to be considered in explaining the betterment of student's reading comprehension.
2. There is a significant effect of student's reading habit towards student's reading comprehension at state senior high school in Central Jakarta. This is proved by the value of $\text{Sig} = 0.011 < 0.05$ and $t = 2.614$. This means that the higher the student's reading habit, the higher the student's reading comprehension. Conversely, the lower the student's reading habit, the lower student is reading comprehension.
3. There is a significant effect of the student's vocabulary mastery towards student's reading comprehension at state senior high school in Central Jakarta. This is proved by the value of $\text{Sig} = 0.000 < 0.05$ and $t = 8.066$. This means that the higher the student's vocabulary mastery, the higher the student's reading comprehension. Conversely, the lower the student's vocabulary mastery, the lower the student's reading comprehension. Therefore, student's vocabulary mastery is an important variable to consider in predicting the student's reading comprehension.

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