

READING HABIT, VOCABULARY MASTERY AND READING COMPREHENSION OF SECONDARY SCHOOL STUDENTS OF PATRA MANDIRI

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Abstract: The aims of this study were to find out whether or not there were significant correlations between reading habit and reading comprehension, between the aspects of reading habit and reading comprehension, between vocabulary mastery and reading comprehension and between the predictor variables (Reading Habit and Vocabulary Mastery) and criterion variable (Reading Comprehension). It was also aimed to see whether or not the aspects of reading habit and vocabulary mastery gave significant contributions to students' reading comprehension. Four hundred twenty eight students were selected as the sample by using stratified random sampling. The data were collected by using a reading habit questionnaire, a vocabulary test, and a reading test. Spearman's Rank-Order Correlation and multiple regression analyses were applied to analyze the data. The results of this study showed that there was a significant correlation ($r=0.097$) between reading habit and reading comprehension that was categorized as low correlation. There was only one aspect of reading habit (reading attitude) had a significant correlation ($r=0.095$) to reading comprehension; there was also a significant correlation ($r=0.386$) between vocabulary mastery and reading comprehension and between predictor variables (Reading Habit and Vocabulary Mastery) and criterion variable (Reading Comprehension). The results of this study also showed that reading habit and vocabulary mastery gave contribution (18.1%) to students' reading comprehension. In conclusion, there were significant correlations among reading habit, vocabulary mastery and reading comprehension of secondary school students of Patra Mandiri.

Keywords: *reading habit, vocabulary mastery, reading comprehension, secondary school students*

Language is very important for human's life. It is used to communicate with other people. English has become a major

language in the world and the international language used by the people in the most entire of the countries. As an international language, English does not only enable us to communicate and interact with the most people in the world, but also can make our life to be better.

English is a foreign language for students in Indonesia. In learning English, the students should possess four language skills: namely listening, speaking, reading and writing. Those skills are benefit for students to get communication in English. From the four language skills, reading is the main concern of English materials, such as; texts, books, article, journals and others.

Reading is important both in English and Indonesia. Based on the Program International Student Assessment (PISA), Indonesian Students' reading mean score is 397. Organization for Economic Co-operation and Development (OECD) reading mean score is 493. It means Indonesian students' reading mean score is statistically significant below OECD reading mean score (OECD, 2015).

The second column shows that students' reading mean score in 2009, the third column shows that students' reading mean score in 2012, and the

last column shows that students' reading mean score in 2015. Those columns show that OECD students' reading mean score in Indonesia. It decreased from 402 to 396 in 2009 to 2012. Although it is increased from 396 to 397 in 2012 to 2015, Indonesian students' reading mean score in 2009, 2012, and 2015 are still statistical significantly below OECD reading mean score average.

English reading skill is an important language skill. By reading, students will get a lot of information and enlarge their English vocabulary in order to understand the text. In addition, the more they read, the more information they will get. Reading makes students become smarter and creative. Laddoo (2007) states that reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter.

Students can get information through listening to their English teacher. However, a student who reads a newspaper may get more information. In addition, the student can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information.

In order to gain specific information, students should be taught how to read in English effectively, such as making prediction about what will happen (Klingner, Vaughn & Boardman, 2007). Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words. Lehr and Osborn (2001) explain that to understand a text, students need to find the key words of the text. By doing this, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence English reading comprehension (Roehrig & Guo, 2011).

Because English is the subject that is tested in national examination for Indonesian secondary students, English reading comprehension skill is one of the crucial factors related to the students' success. Reading habit is also viewed as one of the factors relating to the success of reading comprehension. Therefore, to enhance English reading comprehension, it is necessary to improve English reading habits of the students. English reading habit will enable the students open a new world and broaden their perspective. By accustoming a good reading habit as a daily activity, it will help the

student to read and to comprehend English text fluently and accurately. Pursuing reading as a habit will help the students to become more intelligent. Practicing reading habit also improves analytical skill in comprehension task.

In addition to reading comprehension and reading habit, vocabulary mastery is also important. Sedita (2005) states that vocabulary knowledge is crucial in reading comprehension and determining how well students in comprehending the texts. With regard to this matter, this study attempts to find out the ability of students' reading habit, students' reading comprehension, students' vocabulary mastery and the correlation between students' reading habit and their reading comprehension and also students' vocabulary mastery and their reading comprehension.

Many students of SMP and SMA Patra Mandiri Palembang considered that English was difficult. They had problems with their reading comprehension and lack of the vocabularies. They could read the text, but they did not know the meaning. In addition, they often felt bored and sleepy when they had a task in reading English. It was based on the discussions with the English teachers of SMP Patra Mandiri and

SMA Patra Mandiri Palembang. In conclusion, the students of SMP Patra Mandiri and SMA Patra Mandiri Palembang had the difficulties in vocabulary and reading comprehension.

As previously described, English reading habit can influence students' vocabulary and English reading comprehension achievement. Reading is one of important ways to increase vocabulary and reading achievement, because when the students read a lot it can be measured how well the students master the words and how far they can comprehend the text. Specifically, this study was aimed to answer these following research questions: (1) Was there any significant correlation between students' reading habit and reading comprehension?, (2) Did the aspects of students' reading habit give significant contributions to their reading comprehension, (3) Did students' vocabulary mastery give significant contribution to their reading comprehension, (4) Were there any significant correlations between students' reading habit and vocabulary mastery to their reading comprehension.

METHODOLOGY

This study applied the correlation research method because

the writer wanted to find out the correlations among reading habit, vocabulary mastery, and reading comprehension. In this study, the writer used stratified random sampling to select the sample. According to Creswell (2012, p. 144), stratified random sampling means that writer divides the population in some specific characteristics. The population consisted of 969 students of secondary school students of Patra Mandiri in Palembang in the academic year 2016/2017. They were 322 students of SMP Patra Mandiri and 647 students of SMA Patra Mandiri. However, the sample was 180 students of seventh, eighth, and ninth grades of SMP Patra Mandiri and 248 students of tenth, eleventh, and twelfth grades of SMA Patra Mandiri. The data were collected by using a vocabulary test and reading test in the form of multiple choices and reading habit questionnaire. The total of reading test before the writer tried out to non sample students was 25 items.

Next, the writer tried out reading test to non sample students in order to check the validity of items. The writer tried it out in junior high school of Setia Darma and senior high school of Setia Darma Palembang. Based on the result of

tryout of reading test both junior high school and senior high school of Setia Darma Palembang, 20 items were valid. The items were considered to be valid since r- value was higher than r-table (0.396). Next, the Cronbach's alpha value of

reading test in junior high school was 0.881 and 0.895 in senior high school. The distribution of reading comprehension test was shown on the table below.

Table 1. Item Distribution of Reading Comprehension Test

No.	Aspects	Items	Total of items
1	Reading for details	1, 2, 8, 11, 18	5
2	Reading for main ideas	6, 14, 19	3
3	Reading for sequences	4, 7	2
4	Reading for inference	3, 12, 17	3
5	Reading for classifying	5, 13	2
6	Reading for evaluating	9, 15, 20	3
7	Reading for comparing	10, 16	2
Total			20 items

In reading comprehension test, there were four passages. The writer calculated the readability of reading level of the students by using flesh reading ease formula. First passage had 59.7, it means that the passage was in fairly difficult level. Second passage had 65.89, this passage was in standard level. Third passage had 74.5, the passage was in fairly easy level. The last passage had 62.7. it means that passage was in standard level.

Next, construction of vocabulary test is adapted from Hartill (2003). Vocabulary test was evaluated based on five subscales: identify vocabulary in context, identify the appropriate words to complete a

paragraph, find out the synonym of the words, find out the antonym of the words, and identify the spelling of the words. The researcher also tried out the vocabulary test to non sample students of junior high school and senior high school to check validity of the items. There were 30 items before the researcher tried out to non sample students. Based on the result of validity calculation, 22 items were valid. The items were considered to be the valid since r- value was higher than r- table (0.396) and Cronbach's alpha value was 0.904 for junior high school and 0.896 for senior high school. The distribution of vocabulary test was presented in the following table.

Table 2. Specifications of Vocabulary Test

Material	Objectives	Indicators	Number of item	Total number of items	Test types
Adapted from Hartill (2003)	To comprehend the text in increasing the vocabulary mastery	To identify vocabulary in context.	2, 3, 9, 10, 12, 13, 14, 16, 17,	22	Multiple Choice Question
		To identify the appropriate words to complete a paragraph.	15, 19		
		To find out the synonym of the words.	11, 29, 30		
		To find out the antonym of the words.	1, 25, 26, 27		
		To identify the spelling of the words.	4, 5, 6, 7,		

Reading habit questionnaire that was used in this study was the one developed by Janthong and Sripethpun (2010). The reading habit consists of four aspects. They are (1) reading attitude, (2) reading frequency, (3) books read, and (4) reading accessed. Next, there were 20 items of reading habit questionnaire, the results of validity

and reliability tests showed that all items were valid and reliable. The items were considered to be valid since r -value was higher than r -table (0.396) and Cronbach's alpha value was 0.908 for junior high school and 0.886 for senior high school. The specification of reading habit questionnaire was presented in the following table.

Table 3. Aspects of Reading Habit

No.	Specification	Number of Items	Total Number
1	Reading attitude	1, 3, 7, 8, 9, 11, 13, 14, 15, 20	10
2	Reading frequency	5, 6, 16, 17	4
3	Books read	2, 4, 10	3
4	Reading accessed	12, 18, 19	3
Total			20

FINDINGS

Results of Students' Reading Test

Table 4 presents the students' reading comprehension score. There were 7 students (1.8%) who were categorized into Very Poor level, 53 students (12.4%) were in Poor level,

98 students (22.8%) were in Average level, 146 students (34.1%) were in Good level, and 124 (28.9%) were in Very Good level. It can be summed up that most of the students were in Good level in reading comprehension.

Table 4. Score Distribution of Students' Reading Comprehension Score of Secondary School Student of Patra Mandiri

Categories of reading comprehension	Score interval	Number of students	Percent	Mean	Std. Deviation
Very good	86 – 100	124	28.9 %	76.10	15.082
Good	71 – 85	146	34.1 %		
Average	56 – 70	98	22.8 %		
Poor	41 – 55	53	12.4 %		
Very poor	0 – 40	7	1.8 %		

In addition, the result of reading test was also calculated based on junior high school and senior high school students. The distribution of

reading comprehension score for junior high school and senior high school student was presented in Table 5.

Table 5.Score Distribution of Students' Reading Comprehension Score in Junior High School

Students	Categories of reading comprehension	Score interval	Number of students	Percent	Mean	Std. Deviation
Junior High School	Very good	86 – 100	53	29.4 %	75.86	15.570
	Good	71 – 85	61	33.9 %		
	Average	56 – 70	39	21.7 %		
	Poor	41 – 55	22	12,3 %		
	Very poor	0 – 40	5	2.8 %		
Senior High School	Very good	86 – 100	71	28.6 %	76.27	14.748
	Good	71 – 85	85	34.3%		
	Average	56 – 70	59	23.8%		
	Poor	41 – 55	31	12.5%		
	Very poor	0 – 40	2	0.8%		

It showed that the mean score of junior high school students' reading

comprehension was 75.86 and 76.27 for senior high school students. It can

be concluded that senior high school students had higher reading comprehension score than junior high school students. It was also proved by the minimum score for

junior high school students was 20 and 40 for senior high school students (see Table 6).

Table 6. Students' Reading Comprehension Score for Junior High School and Senior High School

	N	Minimum	Maximum	Mean	Std. Deviation
SMP	180	20	95	75.86	15.570
SMA	248	40	95	76.27	14.748

Normality and Homogeneity Tests of the Data

Based on the result of normality test, it was found that the data was not normal. Kolmogorov-Smirnov formula was applied to see the normality. The coefficient for reading habit, vocabulary mastery and reading comprehension were .000. The values were all < 0.05 . Therefore, the result of the analysis mean that the data was not normal and the data could be used for further correlation and regression analysis.

Based on the result of homogeneity test, it was found that the data was not homogeny (See Table below).

	Levene statistic	Sig.
Reading Habit	1.797	.005
Vocabulary Mastery	8.775	.000

Linearity of the data

	f	Sig.
Reading Habit	1.047	.397
Vocabulary Mastery	1.993	.024

Correlation between Reading Habit and Reading Comprehension

As shown in Table 8, the correlation between students' reading habit and reading comprehension was .097 and the significance value was .046. It means that there was a significant correlation between students' reading habit and their reading comprehension although according to Creswell (2012), the strength of the correlation is categorized as moderate correlation.

Table 7. Correlation between Reading habit and Reading Comprehension

Reading habit	Reading test
Correlation	.097
Sig. (2-tailed)	.046
N	428

In addition, the writer also separated the calculation of correlation between students' reading habit and reading comprehension in

junior high school and senior high school. It showed in Table 9 and Table 10. The correlation between students' reading habit and reading comprehension in junior high school was .180 and the significance value was .015. It means that there was a significant correlation between students' reading habit and their reading comprehension. The correlation between students' reading habit and reading comprehension in senior high school was .028 and the significance value was .662. It means that there was insignificant correlation between students' reading habit and their reading comprehension.

Table 8. Correlation between Reading habit and Reading Comprehension

Student	Reading habit	Reading compr
Junior High (N=180)	Correlation Sig. (2-tailed)	.180 .015
Senior High (N=248)	Correlation Sig. (2-tailed)	.028 .662

Correlation between Each Aspect of Reading Habit and Reading Comprehension

The correlation analysis was also conducted for each aspect of reading habit and reading comprehension. The results of the correlation analysis were presented in Table 9.

Table 9. Correlation between Each Aspect of Reading Habit and Reading Comprehension (N=428)

Aspect of Reading Habit		Reading test
Reading attitude	Pearson Correlation	.095
	Sig. (2-tailed)	.050
Reading frequency	Pearson Correlation	.068
	Sig. (2-tailed)	.160
Books read	Pearson Correlation	.082
	Sig. (2-tailed)	.091
Reading accessed	Pearson Correlation	.063
	Sig. (2-tailed)	.193

As shown in Table 9, the correlation coefficient of reading attitude and reading comprehension was .095 with significance value .050. It was found that there was significant correlation between reading attitude and reading comprehension. The

correlation coefficient of reading frequency was .068 with the significance value was .160, it means that the significant value was higher than 0.05. The correlation coefficient of books read was .082 with the significance value was .091. The

significant value was also higher than 0.05. The last, the correlation coefficient of reading accessed was .063 with the significance value was .193. It can be concluded that among the four aspects of reading habit, only one aspect (reading attitude) had significant correlation with reading comprehension. Three aspects of reading habit (reading frequency, books read, and reading accessed) had insignificant correlation because the significant value was higher than 0.05.

Correlation between Vocabulary Mastery and Reading Comprehension

Table 10 shows the results of correlation between vocabulary mastery and reading comprehension. The correlation coefficient was .386 with the significance value was .000. It can be concluded that there was a significant correlation between vocabulary mastery and reading comprehension.

Table 10. Correlation between Vocabulary Mastery and Reading Comprehension (N=428)

Vocabulary test	Reading comp
Correlation	.386
Sig. (2-tailed)	.000

In addition, the writer also separated the calculation of correlation between students'

vocabulary test and reading comprehension in junior high school and senior high school. It showed in Table 11.

Table 11. Correlation between Vocabulary Mastery and Reading Comprehension

Student	Vocabulary	Reading compr
Junior High (N=180)	Correlation Sig. (2-tailed)	.338 .000
Senior High (N=248)	Correlation Sig. (2-tailed)	.426 .000

Correlation between Predictor Variables and Criterion Variable

The result of the correlation analysis showed there was significant correlation between the predictor variables (reading habit and vocabulary mastery) and criterion variable (reading comprehension) with r-value .444 and significant value .000.

Contribution of Aspects of Reading Habit and Vocabulary Mastery to Students' Reading Comprehension

The result of the correlation analysis showed that there was only one aspect of reading habit (reading attitude) that had significant correlation. Regression analysis was conducted to see the contribution of reading attitude and vocabulary mastery to reading comprehension. It

showed that the contribution of reading attitude was 1.6 % to reading comprehension and the contribution

of reading attitude and vocabulary mastery gave 18.1 % to reading comprehension.

Table 12. Contribution of Aspect Reading Habit and Vocabulary Mastery to Reading Comprehension

	R Square	Adj. R ²	R Square Change	Sig. F Change
Reading attitude	.016	.014	.016	.009
Reading attitude and Vocabulary mastery	.202	.193	.181	.000

DISCUSSION

Data distribution of reading comprehension showed most of secondary school students of Patra Mandiri was in good level and the mean score of reading comprehension score was 76.10. In addition, the result of reading test was also calculated based on junior high school and senior high school students. It showed that the mean score of reading comprehension in senior high school students had higher score than junior high school students. The mean score of junior high school students' reading comprehension was 75.86 and 76.27 for senior high school students and the minimum score for junior high school students was 20 and 40 for senior high school students.

The writer found the correlation between predictor variables and a

criterion variable. It was found that there was a significant correlation between reading habit and reading comprehension. The data showed the correlation between students' reading habit and reading comprehension was .097** with significance value was .046. The strength of the correlation of reading habit and reading comprehension was in moderate level. Students who had a lack of reading habit tend to have problems in reading abilities because they did not feel confident enough to take risks in their reading and also lack of information. Laddoo (2007) states that reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter (Risdianto, 2012).

Reading remains the most needed skill by the students. Most of reading instructions in classrooms consist of activities require

comprehension skill. One condition to improve reading comprehension is by reading abundantly as a forming of habit. Habits for reading are viewed as significant effect on the successfulness of students' reading comprehension, while comprehension itself is the result of a good reading habit process. Thus reading habit helps the student to improve their ability in gaining academic purpose.

There was also another factor that influenced their reading habit. Iftanti (2012) states that there are some factors in developing students' reading habit in English. They live in a good literacy environment which indicates good literacy practices such as the role modeling of their parents on the engagement with papers and books, the availability of reading materials at home and that of library and bookstores, the habits of receiving books as presents, being closed to people who love reading, and the competitive classroom atmosphere.

The writer also separated the calculation of correlation between students' reading habit and reading comprehension in junior high school and senior high school. The result

showed that there was significant correlation (.217) between reading habit and reading comprehension in junior high school with the significant value .003. Unfortunately, there was insignificant correlation (.031) between reading habit and reading comprehension in senior high school with the significant value .628. It happened because of some reasons. First, junior high school students had more serious when they do the test than senior high school students. Second, junior high school students answered the questionnaire of reading habit in honestly than senior high school students. It could be seen in the results of reading habit questionnaire and the results of reading test.

Furthermore, the analysis shows there was significant correlation between vocabulary mastery and reading comprehension where the correlation coefficient was .386 with the significance value was .000. The correlation both of variables were in very low level. The writer assumed that there were some reasons regarding to this fact. The first reason was time allocation, students who worked more slowly they skip more the items and did not

concentrate in doing the test. The second reason was lack of information. Students got many problems when they face the test; some of them confused how to answer the questions. The third reason was lack of confidence in ability. The students who had lack of confidence in their ability can influence the way about how they understand the text and desire not to read a text. For that reason it can make students lazy to read because they did not feel enjoy in reading.

It was found that the correlation between reading attitude and reading comprehension had significant correlation since the correlation coefficient was .095 with significance value .050, meanwhile book read, reading frequency and reading accessed had insignificant correlation with reading comprehension achievement because the significant value was higher than 0.05. It can be concluded that the four aspects of reading habit, there were only one aspect had significant correlation with reading comprehension.

Then, the writer used multiple regression analysis to obtain the information about statistical

contribution between predictor variables and a criterion variable, and each aspect of reading habit to reading comprehension achievement. The result of regression analysis revealed that the aspect of reading habit and vocabulary mastery only gave 20.2% contribution to reading comprehension achievement. It means that there must be other factors besides reading habit and vocabulary can explain 79.8% of variation in students' reading comprehension achievement. Crede and Kuncel (2008) found out that besides cognitive factors, non-cognitive factors like habits, motivation, and attitudes influence the academic success. The students have a good perception in themselves in reading but in reality, they seldom read some books or visit library. Habit in reading means that how often students read book and what kinds of book that students read. The writer concluded that the students will read their book when they have the examination or get an exercise from their teacher.

CONCLUSION

Two conclusions can be concluded from results of the study.

First, there were a significant correlation between reading habit to reading comprehension achievement, vocabulary mastery to reading comprehension achievement, and the two aspects of reading habit (reading attitude and books read) to reading comprehension achievement. Second, the contribution of the aspect of reading habit and vocabulary mastery was only 20.2%.

SUGGESTIONS

Considering that reading habit and vocabulary mastery were significantly contributed to students reading comprehension achievement, it was essential for those who related to the field of education.

First, teachers should motivate the students in order to get a good habit in reading. The teacher should provide various and interesting of reading material for their students in order to make students more engaged in reading activity.

Second, for the students, it was really important for them to improve their reading habit in order to get more knowledge and information about everything and hoped that they will build up their strength to increase their reading achievement.

Third, the result of this study can be used by other researchers who have interest in doing similar study as the guidance. Third, parents also have important role for their children in reading to change the children's' mindset about reading. Besides, parents should understand how importance of reading for their children. Fourth, for future researcher, the proposed study will benefit and help the future researcher as their guide. The result of this study can be used as preliminary study and open in development for next study.

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