

THE EFFECT OF INTEREST IN LEARNING AND MASTERING VOCABULARY ABOUT THE ABILITY OF READING ENGLISH

Andri Kurniawan

Universitas Islam Syekh-Yusuf, Tangerang

Email: andri.kurniawan@unis.ac.id

Abstract

The purpose of this study are to determine the effect of learning interest on students' English reading skills, to know the effect of vocabulary mastery on students' English reading skills, and to determine the effect of reading habits and mastery of vocabulary simultaneously on students' English reading skills. The research method used is survey. The population of this study were Private Vocational School students in Tangerang City in the academic year 2017/2018 totaling 1288 students and the samples were 200 students taken randomly. Data collection was carried out with questionnaires and test techniques. Data analysis used multiple regression analysis. The statistical test used is simultaneous test (F test) and partial test (t test). The results showed that: 1) There was a significant effect of learning interest and mastery of vocabulary together on students' English reading skills; 2) There is a significant influence of reading habits on English reading skills; and 3) There is a significant effect of vocabulary mastery on the ability to read English.

Keywords: reading habits, vocabulary mastery, reading skill

1. Introduction

In the Big Indonesian Dictionary, the word "habit" comes from the basic word "ordinary" which means prevalent or general, so the habit is interpreted as an activity that is common or commonly done by someone. Tampubolon (2008: 227), states that: If an activity or attitude, both physical and mental, has ingrained in a person, then it is said that the activity or attitude has become a habit. The formation of a habit cannot occur in a short time, but the formation is a developmental process that takes a relatively long time.

Reading habits according to Tampubolon (2008) are reading activities that have been ingrained or entrenched in someone. What needs to be achieved is efficient reading habits, namely reading habits accompanied by good interest and efficient reading skills have both developed to the maximum.

Vygotsky (in Thornburry, 2002) states that 'a word is a microcosm of human consciousness.' The word is a small world / life of human consciousness. Crystal (1994), argues "vocabulary is the Everest of a language." Vocabulary is the highest part of a language. Nurgiyantoro (2014) explains

that vocabulary is the wealth of words possessed by a speaker, writer, or language. Vocabulary is the core of a language because it is the main component that must be mastered in the process of language learning. This means that every human being has his own place to store vocabulary in his memory even at different levels. These differences determine the extent to which they can speak properly and correctly. The quality of one's language skills depends on the quantity and quality of the vocabulary they have (Tarigan, 2011). The richer the vocabulary is owned by a person, the greater the likelihood that someone is skilled at language.

According to Zuchdi (in Ubaidah, 2006) vocabulary mastery is a person's ability to recognize, understand, and use words properly and correctly, by listening, speaking, reading, and writing. Getting to know the word is getting new words from the results of listening or from the results of reading. Furthermore, the essence of understanding words is gaining new vocabulary, understanding words and their meanings and understanding the interrelationships of words and concepts beginning with these words. Nurgiyantoro (2010) states that mastery of vocabulary is the ability to use words. The ability to understand is manifested in reading and listening activities, while the ability to use is manifested in writing and speaking activities.

In the large Indonesian Dictionary (2008), it is stated that "the word ability comes from the basic word" capable "which means (1) power (can, can, can)

do something; (2) being (rich, having excess assets) ". While the word 'ability' is interpreted as (1) ability, skill, strength; (2) wealth. In this case the writer chooses the word *akapan* skills as a more appropriate or appropriate word to interpret the word ability in the context of reading ability.

According to Aebersold and Field (1997), "Reading is what happens when people look at text and assign meaning to the written symbols in that text." Reading means everything that happens when people see writing or text and determine meaning in the symbols written in the text. Harris and Sipay (1975) define "reading is the meaningful interpretation of written symbols." Reading is a meaningful process of interpreting verbal symbols. In line with that opinion, Hodgson (in Tarigan, 2008) defines reading as a process that is carried out and used by the reader to obtain a message, which the writer wishes to convey through the medium of words / written language. Rusyana (in Dalman, 2013) defines reading as an activity of understanding the patterns of language in its written appearance to obtain information from it.

Reading comprehension is a type of reading activity to understand the contents of the reading in depth. In this case the reader is required to know and remember the main things, as well as important details, reading comprehension demands memory in order to understand the contents of the reading in depth and use it well. Dalman (2013) states that reading comprehension is a reading skill that is in a higher order,

meaning reading comprehension is cognitive reading (reading to understand) and the reader is required to be able to understand the contents of the reading.

According to Grabe and Stoller (2002) "reading comprehension is extraordinary feat of balancing and coordinating multiple abilities in a very complex and rapid set of routines that make comprehension seemingly effortless and enjoyable activity for fluent readers". This means that reading comprehension is a remarkable achievement that balances and coordinates many abilities in very complex settings and routines that make understanding activities that seem easy and enjoyable for the reader. Savage (in Hasan, 2007) states that "reading comprehension is the process of acquiring and deriving meaning from a printed language; involves cognitive functioning related to what the person reads.

From the description above, it needs to be reviewed further the factors that influence student learning outcomes, especially those related to the high and low reading ability of students in learning English. From the results of observations so far, it can be expected that there are two factors that are quite strong which affect the low ability to read students' understanding in English Subjects of Private Vocational Schools in Kota Tangerang, namely the habit of reading and mastery of vocabulary.

2. Research Method

Based on the problem formulated and the hypothesis proposed, the researcher uses survey research method. This method is a study that takes samples from one population and uses a questionnaire as a basic data collection tool. The population in this study is Private Vocational High School students in Tangerang City, which consists of three schools, namely Setia Bhakti Vocational School, Ki Hajar Dewantoro Vocational School and Banten Independent Vocational School, with a total of 1288 students with a sample of 200 students. Research variables consist of dependent variables, namely the ability to read English (Y) and two independent variables (independent variables), namely Interest in Learning (X1) and mastery of vocabulary (X2).

Interest in student learning is measured using a Likert Scale questionnaire with 30 items that reflect the habits of students in reading activities. While mastery of vocabulary was measured using multiple choice tests.

3. RESULTS AND DISCUSSION

The statistical technique used to determine the influence of these variables is the F test technique to determine the effect simultaneously and t test statistics to determine the effect partially. Based on data processing with the help of SPSS 21.0, it is obtained the results as seen in the table 1, 2 , and 3.

Table 1. Calculation Results of Multiple Correlation Coefficient Tests Variables X1 and X2 against Y

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.252 ^a	.064	.054	21.630

a. Predictors: (Constant), Mastery of Vocabulary, Interest in Learning

Table 2. Results of Calculation of Significance Testing for Regression Coefficients Variables X1 and X2 against Y

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6267.962	2	3133.981	6.699	.002 ^b
	Residual	92165.858	197	467.847		
	Total	98433.820	199			

a. Dependent Variable: English Reading Ability
 b. Predictors: (Constant), Vocabulary Mastery, Learning Interest

Table 3. Results of Calculation of Multiple Regression Equations of Variables X1 and X2 against Y

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.076	14.687		1.503	.134
Learning Interest	.409	.137	.207	2.981	.003
Vocabulary Mastery	.190	.077	.171	2.468	.014

a. Dependent Variable: English Reading Ability

From the tables, it can be concluded that the interest in learning and mastery of vocabulary together had a positive influence on the ability to read English in Private Vocational Schools in Tangerang City. This implies that reading habits and vocabulary mastery have a significant influence on the reading ability of students of Private Vocational School in Tangerang City.

Based on table 2, it can be stated that there is a significant effect of interest in learning and mastery of vocabulary together on the ability to read English in Private Vocational School students in Tangerang City. This is evidenced by the

acquisition of Sig 0.002 <0.05, and $F_o = 6.699$.

Meanwhile, the multiple regression line equation can be expressed as $\hat{Y} = 22,076 + 0,409 X_1 + 0,190 X_2$. This means that an increase in one score of interest in learning interest and vocabulary mastery contributes 0.409 by the variables X1 and 0.190 by the variable X2 on the variable ability to read English. From table 1, it can also be explained that together the variable reading habits and vocabulary usage contributed 6.4% to the variable ability to read English.

Based on table 3, it can be stated that there is a significant effect of learning interest on the ability to read English in

Private Vocational Schools in Tangerang City. This implies that the reading habits of students provide a significant influence on improving the ability to read English in private vocational school students in the city of Tangerang. This is evidenced by the Sig 0.003 <0.05, and $t_{count} = 2.981$.

The contribution of the variable reading habits to the ability to read comprehension can be expressed by the formula:

$$KD = \text{Value } \beta_{x1y} \times \text{Parallel Correlation Value } (r_{x1y}) \times 100\%$$

$$KD = 0.207 \times 0.186 \times 100\% = 3.85\%$$

From the results of the calculation above, it can be seen that the contribution of reading habits in improving reading comprehension is 3.85%

Based on table 3, it can be stated that there is a significant effect of mastery of vocabulary on English reading ability of Private Vocational School Students in Tangerang City. This means that the mastery of students' vocabulary has a significant influence on improving the English reading skills of private vocational students in Tangerang City. This is evidenced by the value of Sig 0.014 <0.05, and $t_{count} = 2.468$.

The contribution of vocabulary mastery variables to the ability to read English can be expressed by the formula:

$$KD = \beta_{x2y} \text{ value} \times \text{Parallel Correlation Value } (r_{x2y}) \times 100\%$$

$$KD = 0.171 \times 0.146 \times 100\% = 2.50\%$$

From the results of the calculation above, it can be seen that the contribution of mastery of vocabulary in improving reading comprehension is 2.50%.

4. CONCLUSION

In this conclusion, the author briefly describes the results of the research obtained in the field. After analyzing the data and getting results about the effect of reading habits and vocabulary mastery on reading comprehension abilities, the following conclusions can be drawn:

- a. There is a significant effect of interest in learning and mastery of vocabulary together on the ability to read English in Private Vocational School students in Tangerang City.
- b. There is a significant influence on learning interest in the ability to read English in Class X of Private Vocational Schools in Tangerang City.
- c. There is a significant influence on vocabulary mastery on the ability to read English in Class X of Private Vocational Schools in Tangerang City.

5. Referensi/ References

- Aebersold, J. A. & Field, M. L. (1997). *From Reader to Reading Teacher; Issues and Strategies for Second Language Classrooms*. New York: Cambridge University Press.
- Crystal, D. (1994). *The Cambridge Encyclopedia of The English Language*. Australia: Cambridge University Press.

Dalman, H. (2013). *Reading Skills*. Jakarta: Rajawali Press.

Department of Education and Culture. (1991). *Large Indonesian Dictionary*. Jakarta: Indonesian Ministry of Education and Culture.

Grabe, W. & Stoller, F. L. 2002. *Teaching and Researching Reading*. United Kingdom: Longman, British Pearson Education.

Harris, A. & Sipay, E. R. (1975). *How to Increase Reading Ability*. New York: David McKay Company, Inc.

Tampubolo, D. P. (2008). *Reading Ability: Effective and Efficient Reading Techniques*. Bandung: Space.

Tarigan, Henry, & Guntur. (2011). *Vocabulary Teaching*. Bandung: Space.

Thornbury, S. (2002). *How to Teach Vocabulary*. UK: Longman, Pearson Education Limited.