

The Effect of Reading Interest and Vocabulary Mastery on Students' Ability to Comprehend Narrative Text at State Senior High Schools in Cirebon

Siti Juaeriah

English Language Study Program, Teachers Training and Education Faculty, Universitas Muhammadiyah Cirebon, Cirebon, Indonesia

Corresponding Author:

Email: siti.banget11@gmail.com

Abstract

The present study was conducted to respond to the students' low ability to comprehend narrative text. This was likely due to their lack of reading interest and vocabulary mastery. Therefore, the study was aimed to find out the effect of reading interest and vocabulary mastery collectively on the ability of comprehending narrative text. The research question, then, formulated as: How can the students' lack of reading interest and vocabulary mastery affect their ability to comprehend narrative text? Students' reading interest in Indonesia is very low. This is because students today still ignore the importance of reading. The low reading interest in Indonesia are caused by various factors, such as environment, online game, and social media. Students' vocabulary mastery in reading will affect their ability in comprehending and understanding the writer's message through the writer's writing. The research design used was classroom action. The subjects were first-year level students from state senior high school of 2, 3 and 4 Cirebon. The research method used was multiple regression technique. Questionnaires were administered to 60 participants. As a sample, the research used proportional random sampling technique. The data were collected using a questionnaire and a quiz then analyzed statistically using descriptive statistics such as mean, median, standard deviation, and standard inferential. It was aimed to find correlation coefficient with t testing using SPSS 20. The result of the implementation showed that: (1) there was a significant effect of both reading interest and vocabulary mastery on students' ability to comprehend narrative text at state senior high schools in Cirebon. It was showed by the point of $Sig = 0.000 < 0.05$ and $F_{count} = 14.928$. (2). There was a significant effect of reading interest on students' ability to comprehend narrative text at state senior high schools in Cirebon. It was showed by the point of $Sig = 0.005 < 0.05$ and $t_{count} = 2.932$. (3). There

was a significant effect of vocabulary mastery on students' ability to comprehend narrative text at senior high schools in Cirebon. It was showed by the point of $Sig = 0.033 < 0.05$ and $tcount = 2.181$.

Keywords: *reading interest; vocabulary mastery; narrative text*

INTRODUCTION

In learning English language, students are obliged to master four language competencies. Those four language competencies are listening, speaking, reading, and writing. From those four language competencies, reading is obliged to be mastered by students. Reading is probably the most important skill for second language (L2) learners in academic contexts (Celce and Murcia, 2001). Reading is gradually being recognized as a valuable source of language, particularly for students in learning environments (as in some EFL context) in which fluent speakers of English are generally not available to provide other kinds of language input. In reading an individual construct meaning through a transaction with written text that has been created by symbols that represent language. The transaction involves the reader's acting on or interpreting the text, and the interpretation is influenced by the reader's past experiences, background knowledge as well as the reader's purpose for reading (Hudelson, 1994 in Celce and Murcia, 2001).

Considering the important role of reading, the process of reading should be given a serious attention in the teaching and learning process since it has also become one of the language skills that should be mastered by the students in order to be able to perform target language well and to be competent.

Besides, reading interest is the main factor to enhance the quality of human resource. The improvement of human resource quality is necessary to face global competition in various fields. Therefore, the higher people's interest in reading is, the better human resource's quality will be. Reading interest can be obtained at an early age, that is by doing reading habit.

The students' low level of proficiency in reading is caused by various things such as, learning system in Indonesia, many kinds of entertainment like online game, tv shows etc., many kinds of entertainment venues, unaffordable books, and the lack of parents' attention to the development of their children's reading interest.

The problem of reading habit occurs because of the low people's interest and motivation. Interest can be excessive attention and passion which support a person to do something. The source of interest is self-motivation.

In English learning for senior high school, students are obliged to master basic competency that is reading. There are some genres of the texts which should be comprehended by the first-level students of senior high school. They are narrative, recount, and descriptive texts. Furthermore, students are obliged to comprehend narrative text in order to answer questions relating to the information from the text. From the texts which are obliged to be mastered by the students, the writer assumed that there are many students who have not comprehended the content of the texts, particularly narrative text.

Students' internal factor of reading interest has an important role to comprehend the information from the text. The presence of interest and excessive attention to keep reading will impact to the accelerating of the students' ability to comprehend the text.

Besides reading interest, vocabulary mastery is one of the major requirements to determine the success for someone to be skillful in language. The more vocabulary someone masters, the easier she or he will be able to convey and accept the information both orally and literally.

From the above discussion, to learn how much relations among reading interest, vocabulary, and the capability of comprehend a text, the writer feels it is important to do a research entitles "The Effect of Reading Interest and Vocabulary Mastery on Students' Ability to Comprehend Narrative Text."

According to Common Dictionary of Bahasa Indonesia (KUBI), the word "kemampuan" derives from the word "mampu" which means "capable" to do something. Capability is the same as proficiency or competence, while capability means being able to do something, it can be observed and measured. Comprehension includes the capability to see the sense of a material learned (W.S. Winkel, 1996: 245). Poesprodjo (1987: 52-53) states that "*pemahaman bukan kegiatan berpikir semata, melainkan pemindahan letak dari dalam berdiri di situasi atau dunia orang lain*" (comprehension is not only an activity of thinking, but also relocating from within standing in a situation or other person's world). Reexperience a situation which is faced by other person in an *erlebnisse* (a source of knowledge about life, an activity of experiencing the mind), life understanding. Understanding is an action of thinking secretly, find himself within another person.

Reading was one of the first competency taught by teacher to the students. The meaning of reading in KBBI (1991: 72) is as follows: the meanings of the verb "baca" or "membaca" are: (1) seeing and understanding the content and what it is written (orally or by heart); (2) spelling or pronouncing what it is written; (3) uttering; (4) knowing and predicting; (5) considering; comprehending.

In curriculum of 2004, narrative text is described as a text that functions to entertain and discuss various real experiences in different ways. Sanggam dan Kisno Shinoda (2008: 73) states that “narration is any kinds of English written text in which the writer eagers to amuse, entertain the readers and discuss problematic events which lead to a crisis or turning point, then find the resolution.” Narrative text, commonly, is divided into fiction, non-fiction, and combination of both. Fiction narrative text tells about a story which comes from the writer’s imagination. The examples of fiction narrative text are fairytale, folktale, myth, fable, legend, and science fiction. While non-fiction narrative text (sometimes it is called factual narrative text) tells about the real story in someone’s life, such as historical narrative, ballad, and someone’s personal experience.

Slameto (2003: 180) states that interest is “a sense of love or passion on something or activity without any commands.” Muhibbin Syah (2006: 151) states that interest is “a high excitement and passion or a great desire on something.” Furthermore, Mahfudh Salahudin (1990: 95) states that interest is “determining an attitude that caused someone to be active in a work or concern that contains a feeling”. From those opinions it can be inferred that interest is the source of motivation that can motivates someone to do the things they want, because the thing they choose is a benefit which brings satisfaction. Therefore, when satisfaction declines, interest will also decline itself.

The meaning of mastery, actually, is not much different from the meaning of capability, that is eligibility. In *Kamus Umum Bahasa Indonesia* (1996: 726), mastery is “proficient in an area of knowledge, it can be proficiency and skill (in a language or knowledge)”. While in *Kamus Besar Bahasa Indonesia* (2001: 604), the meanings of mastery are: (1) a process, a way, an action of mastering (2) comprehension and eligibility to use (knowledge, intelligence).

A language cannot be separated from vocabulary. Vocabulary refers to the property of a language. Referring to this, there are many definitions of vocabulary that are stated by many linguists. The statement of one linguist is different from another linguist, but it ends to the same meaning. Keraf (1991: 24) states that vocabulary of a language is “the whole words that are owned by a language”. Keraf’s statement confirms that vocabulary is actually the whole words owned by a language. Moreover, Lado is divided vocabulary into two. They are active and passive vocabularies. Lado (1971: 6) states that active vocabulary means a vocabulary that can be used to produce a language, particularly in speaking, while passive vocabulary is a vocabulary that is required to be understood, particularly in reading.

METHOD

This study used survey method with multiple regression technique. Kerlinger (in Riduwan, 2005: 49) states that “research survey is a research that is done in small or big population”, but the studied data is the data that is taken from the population sample. Therefore, it can be discovered the relative incidents, distributions, and relations between variables”.

This analysis was going to be used for testing the size of influence that was aimed by correlation co-efficiency between reading interest variable (X_1) and vocabulary mastery (X_2) on the ability to comprehend narrative text.

Respondents

The population of the study was the first-level students of state senior high school of 2, 3, and 4 Cirebon, school year of 2017/2018. The number of the students from state senior high school of 2 Cirebon was 378. The number of the students from senior high school of 3 Cirebon was 322. Finally, the number of the students from senior high school of 4 was 320.

Instruments

The instruments used by the writer in this study were the three variables. They were (X_1) independent variable of reading interest, (X_2) independent variable of vocabulary mastery, and (Y) dependent variable of the ability to comprehend narrative text. Each of range from the collected data was converted by using scale range of 0 – 100. The items of the questions for each independent variable, such as reading interest (X_1) and vocabulary mastery (X_2), were tested to measure the students' ability in reading narrative text.

First, the instruments that would be arranged were experimented to be validated and relied. The validation and reliability of the instruments were meant to validate from the side of content. This aimed to maintain the instruments themselves.

Procedure

Survey method with this technique was a survey method that took samples from a population and used questioners as data collecting instrument. In this survey, collected data and information from respondents by using questioner. After the data obtained, the result will be described so that this research is analyzed to test hypothesize that has been proposed in the beginning of the result. (Effendi, 2003: 3).

Data Analysis

To analyze the data, the writer uses some data analysis technique as follows:

- 1. Descriptive analysis**

The data obtained from the study result is then tabulated to be analyzed with the direction and the purpose of the study. The technique of presenting the data is in the form of a table of frequency distribution, bar graphic/diagram for each variable. Moreover, each of the variables will be processed and analyzed its centralization and position, such as mean, median, modus, and the size of deviation like its outreach, variation, standard deviation, slant, and kurtosis.

2. *Testing requirement analysis*

This analysis is divided into three:

a. Normality test

This kind of test is done by testing the data that will be analyzed, whether the data is normal or not. This test is done because the writer is necessary to test different data variables.

b. Linearity test

Linearity test aims to determine the relationship between independent variables and the dependent variable is linear or not. The research in the regression model there should be a linear relationship between the free variable and dependent variable.

3. *Hypothesis testing technique*

After all of the requirement test of data analysis has been fulfilled and found the data is worth proceeding furtherly. The next step is to test each of hypothesis having been proposed. Hypothesis testing uses partial correlation and multiple correlation techniques. Also, it uses simple linear and multiple linear regressions.

RESULT AND DISCUSSION

Result

The data of the ability to comprehend narrative text obtained from 60 students. The lowest score was 60, the highest score was 97, the average score was 79.22, median was 80, modus was 80, and standard deviation was 8.709.

Discussion

1. The effect of reading interest and vocabulary mastery jointly on the ability to comprehend narrative text.

From the counting result using SPSS 20, it could be inferred that there was a significant effect of reading interest and vocabulary mastery jointly on the ability to comprehend narrative text. The value of F_0 , that is multiple regressions of reading interest and vocabulary mastery jointly towards the ability to comprehend narrative text is 14.928. It meant that reading interest and

vocabulary mastery jointly on the ability to comprehend narrative text had very strong effect. Meanwhile, R square or coefficient of determination was 0.412 or 41.2 %, this showed that the percentage of contribution effect of independent variable to dependent variable was 41.2 %.

Thus, it could be concluded that there was an effect of reading interest and vocabulary mastery jointly on the ability to comprehend narrative text, in other words the higher the reading interest and vocabulary mastery are, the better the ability to comprehend narrative text is.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.642 ^a	.412	.394	6.963

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

Table 1 The Result of Testing Calculation of Multiple Correlation Coefficient Variables of X_1 and X_2 towards Y

2. The effect of reading interest towards the ability to comprehend narrative text.

From the hypothesis testing it was obtained that Sig = 0.000 and t count of 2.932 with df 57 at α (0.05). From the hypothesis testing, the result of t table was 1.67. Thus, if the t_{count} (2.932) > the t_{table} (1.67), H_0 is rejected and H_1 is accepted. It means that there was a positively significant effect of independent variable of reading interest on the ability to comprehend narrative text.

ANOVA ^a					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1538,257	2	769,129	14,928	,000 ^b
¹ Residual	2936,762	57	51,522		
Total	4475,019	59			

Table 2. The Result of Testing Calculation of Significance of Regression Coefficient Variables of X_1 and X_2 towards Y

a. Dependent Variable: The Capability of Comprehending Narrative Text

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

3. The effect of vocabulary mastery on the ability to comprehend narrative text.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	24,677	10,029		2,461	,017
Reading Interest	,419	,143	,380	2,932	,005
Vocabulary Mastery	,281	,129	,282	2,181	,033

Tabel 3. The Result of Calculation of Multiple Regression Equation
Variables of X_1 and X_2 towards Y

- a. Dependent Variable: The Capability of Comprehending Narrative Text

From hypothesis testing it could be obtained that $\text{Sig} = 0.033$ and $t_{\text{count}} = 2.181$ with $df = 57$ at $\alpha (0.05)$. From the hypothesis testing, the result of t_{table} was 1.67. Thus, if the $t_{\text{count}} (2.181) > t_{\text{table}} (1.67)$, H_0 is rejected and H_1 is accepted. It meant that there was a positively significant independent variable of vocabulary mastery on the ability to comprehend narrative text

CONCLUSION

In this part, the writer describes briefly the result of the study obtained from the field as follows:

1. There was a significant effect of reading interest and vocabulary mastery jointly towards the ability to comprehend narrative text. This could be proven from by the result of $\text{Sig.} = 0.000 < 0.05$ and $F_0 = 14.928$. Reading interest and vocabulary mastery jointly provided contributions to the variable of the ability to comprehend narrative text.

2. There was a significant effect of reading interest towards the ability to comprehend narrative text. This could be proven from the result of Sig. = 0.005 < 0.05 and $t_{count} = 2.932$. Reading interest variable provided a contribution to comprehend narrative text.
3. There was a significant effect of vocabulary mastery towards the ability to comprehend narrative text. This could be proven from the result of Sig. = 0.033 < 0.05 and $t_{count} = 2.181$. Vocabulary mastery variable provided a contribution to comprehend narrative text

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