

Influence of Reading Interest and Vocabulary Mastery on Students' Reading Comprehension Ability

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Abstract: *Reading interest and vocabulary mastery can affect students' reading comprehension skills. The level of reading comprehension ability in the high class has yet to show satisfactory results. The low interest in reading students is due to a lack of awareness of students to read; besides that, students' vocabulary mastery still needs to improve due to a lack of student's ability to interpret words. This research is a correlational study with a quantitative approach. The population in this study were fourth-grade students at SDN Bending 1 Semin. The sampling technique uses a saturated sample where all students are the sample. Data collection techniques were used in this study using questionnaires and tests. The instrument test was carried out by testing the validity and reliability tests. The data analysis used is descriptive and statistical. The results showed that: (1) there was a negative and not significant effect of reading interest on reading comprehension ability with a value of $t_{count} = -0.129$ with a significance of $0.900 > 0.05$ with a contribution of 2.4%, (2) there was a positive effect but not significant vocabulary mastery on reading comprehension ability with a value of $t_{count} = 0.671$ with a significance of $0.515 > 0.05$ with a contribution of 18.8%, (3) there is a positive and significant effect of interest in reading and vocabulary mastery on reading comprehension ability devalued by F_{count} of 0.299 with a significance value of $0.799 > 0.05$ with a contribution of 3.7%.*

Keywords: Reading Interest, Vocabulary Mastery, Reading Comprehension.

Introduction

Education is critical and cannot be separated from one's life in the family, community and nation. Learning is a process carried out consciously by each individual or group to change attitudes from not knowing to knowing throughout his life (Ikhwan, 2018). In contrast, the teaching and learning process is the primary school activity in which students learn. The teacher teaches so that there are changes in students at the level of knowledge, understanding and skill or attitude. Through

this teaching process, educational goals will be achieved in terms of forming behavioural changes in students and increasing existing knowledge within students (Haryanti, Muhibbudin, et al., 2022).

Quality education can improve the quality of human resources in Indonesia (Yanas, 2022). Quality education can be achieved through collaboration between the government or educational institutions, families, and the general public (Perdana, 2019). This form of cooperation is manifested in three educational pathways (Huseyinli & Usman, 2014). The explanation contained in Law Number 20 of 2003 concerning the National Education System Chapter VI Article 13 Paragraph 1 states that the education path in Indonesia includes formal, non-formal and informal pathways that complement and enrich each other.

Regulation of the Minister of Education and Culture number 104 of 2014 concerning Assessment Standards explains that the Targets of Assessment of Learning Outcomes by Educators on knowledge competence, as referred to in Article 5 paragraph (1), include the level of ability to know, understand, apply, analyze, and evaluate factual knowledge, knowledge conceptual, procedural knowledge, and metacognitive knowledge, and become a democratic and responsible citizen.

Indonesian is a subject that includes four language skills and literary skills, namely listening, speaking, writing, and reading (Sobandi, 2017). Each skill has an interrelated relationship. Listening and speaking are related to spoken language while reading and writing are related to written language. These skills are learned and used in an integrated manner during the learning process in class (Sulistiyowati, 2013);(Zukhrufin et al., 2021). One of the essential language skills in every aspect of life is a reading skill. (Puspito, 2017) stated, "Reading skill is a requirement of the reality of daily life. Various information is available through reading, such as newspapers, books, and magazines. Students will need the provision of reading skills to understand the information contained in various textbooks. So, reading skills are required by students to be able to understand information or read (Ikhwan, 2014).

(Teni, 2021) explains that the ability to read is vital in an educated society. Reading can not only change a person's point of view but can change life completely. The habit of reading should be instilled from an early age. We should spend one hour a day reading a book (Puspito, 2017). The teaching and learning process in schools is almost

inseparable from reading activities, and the more often reading activities are carried out, the higher the level of student ability.

Learning to read in schools needs to be focused on aspects of the ability to understand the contents of the reading. Understanding the reading is understanding the message, information or meaning of the reading that the author wants to convey, either explicitly or implicitly. Students need to be trained intensively to understand a reading text. The activity of understanding reading is not memorizing the contents of the reading but understanding the contents of a reading (Wahyuni, 2022). Understanding reading can be done through reading activities. Reading activities carried out carefully and earnestly will make it easier for students to understand reading (Agustina et al., 2023). The activity of understanding reading is an activity that is mainly carried out in learning the 2013 Curriculum. Students must understand the reading texts contained in the 2013 Curriculum student books. Students need to understand the contents of reading texts so they can follow the learning process properly. Grade IV students should already have the skills to understand and comprehend reading material at a basic level (Sulistio & Haryanti, 2021). Students can understand and understand reading well if they have an interest in reading and experience, that is, by the contents of the reading (Nasier, 2018).

(Slameto, 2010) states that the factors that affect a person's reading ability come from intrinsic and extrinsic factors. Intrinsic factors include the reader's competence, interest, motivation, and reading ability. In contrast, extrinsic factors come from the reading text and reading environment, Bloom and Piaget explain that understanding, interpretation, and assimilation are cognitive hierarchical dimensions (Hulu, 2021). However, all aspects of this cognition originate from affective aspects such as interest, self-confidence, controlling negative feelings, delays, and willingness to take risks. Thus, interest is vital in influencing one's comprehension or reading comprehension (Purwanti & Mukminin, 2021). Interest is the driving force that causes a person to pay attention to something.

Based on the observations made by the researcher before conducting the research, it was seen in class IV at SD Negeri Bendung 1 Semin that the student's vocabulary mastery was still low, causing many students not to be able to understand the meaning of the words they read according to the reading context, thus hindering students from reading. In the reading process, understand the meaning in a larger unit, namely sentences or paragraphs. The teacher also explained that high-grade students' reading awareness needed to be improved.

Another thing can also be seen when students work on tests; they tend to work on other questions first than questions regarding understanding the contents of the discourse. Many students need more mastery of Indonesian vocabulary to understand the contents. Vocabulary mastery is the most critical element that students must have in learning a language because, after all, the function of the vocabulary itself is as a sentence-forming element that expresses thoughts and feelings ideally both orally and in writing so that it raises the idea that students' reading interest and Indonesian vocabulary mastery are related to students' ability to understand the contents of Indonesian discourse.

Method

This research is quantitative research and includes a correlational research method. According to (Creswell, 2019), correlational research aims to determine the relationship between a variable and other variables. This study aims to determine the effect of reading interest and vocabulary mastery on the reading comprehension ability of fourth-grade students at SDN Bendung 1 Semin. In this study, researchers did not provide treatment; researchers only wanted to know the effect of these variables. In this study, the variables studied were reading interest (X1) and vocabulary mastery (X2) as independent variables, while reading comprehension ability (Y) was the dependent variable (Ikhwan, 2021).

The population in this study was 15 people consisting of all fourth-grade students at SDN Bendung 1 Semin. The sampling method used in this study is the saturated sample method. The saturated sample method is a sampling technique when all population members are used as a sample, namely as many as 15 grade IV students at SDN Bendung 1 Semin.

The data collection techniques used by the authors in the study were: 1) Questionnaire. The questionnaire in this study consisted of statement items used to collect data related to the variable of students' reading interest. 2) Tests are generally measured in nature. Tests used in education are usually distinguished between achievement tests and psychological tests (Fitri & Haryanti, 2020). This research used two tests to measure vocabulary mastery and reading comprehension ability. The form of the questions used to measure vocabulary mastery and reading comprehension ability is to use an objective test form.

Data analysis used multiple regression analysis because, in this study, there were two independent variables (independent variables),

reading interest (X1) and vocabulary mastery (X2) and the dependent variable (dependent variable), namely reading comprehension ability (Y) so that in this study using analysis multiple linear regression (Haryanti, Anwar, et al., 2022).

Result and Discussion

Multiple linear regression analysis was used to determine whether interest in reading and vocabulary mastery influenced the reading comprehension ability of SD N Bendung 1 Semin students. In the multiple regression model, it can be seen that the effect is positive or negative. This model is also used to predict the value of the dependent variable if the value of the independent variable increases or decreases. The results of multiple regression analysis with SPSS 20 can be seen in Table 1 below.

Table 1. SPSS Output Multiple Regression Analysis

		Coefficients ^a		
Model		Standardized Coefficients	t	Sig.
		Beta		
1.	(Constant)		1.726	.110
	Reading Interest	-.038	-.129	.900
	Vocabulary Mastery	.200	.671	.515
a. Dependent Variable: Reading Comprehension Ability				

Based on Table 1, it is known that the constant value is 20.314. The coefficient of the reading interest variable is -0.12 with a t count = -0.129 and a significance value of 0.900 > 0.05. A negative but not significant effect of reading interest on reading comprehension ability exists. The coefficient of the vocabulary mastery variable is 0.225 with t count = 0.671 and a significance value of 0.515 > 0.05. This means that vocabulary mastery has a positive but insignificant effect on reading comprehension ability.

The t (partial) test was used to determine the effect of each independent variable on the dependent variable, namely reading interest and vocabulary mastery, on reading comprehension ability. The partial significance test in this study used the SPSS 20 program. The results of the partial test can be seen in Table 4.15 below.

Table 2. Output SPSS Uji t (Parsial)

Coefficients ^a				
Model	Unstandardized	Standardized	t	Sig.

		Coefficients		Coefficients			
		B	.Std. Error	Beta			
1.	(Constant)	20.314	11.771			1.726	.110
	Reading Interest	-.012	.093	-.129		-.129	.900
	Vocabulary Mastery	.225	.336	.671		.671	.515
Dependent Variable: Reading Comprehension Ability							

Source: Processed data, 2023

The table shows that the variable coefficient of interest in reading is -0.12 with t count = -0.129 and a significance value of 0.900 > 0.05. A negative but not significant effect of reading interest on reading comprehension ability exists. The coefficient of the vocabulary mastery variable is 0.225 with t count = 0.671 and a significance value of 0.515 > 0.05. This means that vocabulary mastery has a positive but insignificant effect on reading comprehension ability.

The F (Simultaneous) significance test was used to determine whether the variable interest in reading and vocabulary mastery included in the multiple regression analysis had a joint effect on reading comprehension ability. The significance test can be seen in the ANOVA table in Table 3 below.

Table 3. SPSS Output Test F (Simultaneous)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	42.648	2	21.324	.229	.799b
	Residual	1118.286	12	93.190		
	Total	1160.933	14			
Dependent Variable: Reading Comprehension Ability						
Predictors: (Constant), Vocabulary Mastery, Reading Interest						

Source: Processed data, 2023

Based on the table above, the calculated F value is 0.229, with a significance value of 0.799. Because the significance value is 0.799 > 0.05, it can be concluded that there is no jointly significant effect of reading interest and vocabulary mastery on reading comprehension ability.

The coefficient of determination determines how much the independent variable contributes to the dependent variable, namely reading interest and vocabulary mastery on reading comprehension ability. The results of the coefficient of determination can be seen in Table 4 below.

Table 4. SPSS output of the Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.192 ^a	.037	-.124	9.654
Predictors: (Constant), Vocabulary Mastery, Reading Interest				
Dependent Variable: Reading Comprehension Ability				

The table shows that the coefficient of determination R Square is 0.037 or 3.7%. This means that the variables of reading interest and vocabulary mastery influence reading comprehension ability by 3.7%, and the rest is influenced by other factors outside the study.

The Influence of Reading Interest and Vocabulary Mastery on Comprehension Ability

The results of this study indicate that reading interest has a positive but insignificant effect on reading comprehension ability. This statement is evidenced by the test results, which show that the reading interest tcount is -0.129, while the ttable value is 2.179. So the value of tcount > ttable or -0.129 > 2.179, meaning that H01 is accepted and Ha1 is rejected. Interest in reading is an impulse that arises as well as a great desire in humans that causes them to pay attention and feel happy in reading activities so that they can direct a person to read with his will. Alone. Based on the results of these studies, interest in reading has been said to be good. The existence of reading sources or reading facilities that are complete at school or home can generate interest and attention from students to read, and it will increase student learning achievement. So if a student has a great interest in a field of study, he will focus more attention than his friends. Then the intensive focus on the material allows these students to study more actively and ultimately achieve high achievements in the field of study.

The results of this study indicate that vocabulary mastery has a positive but insignificant effect on reading comprehension ability. This statement is proven by the test results, which show the tcount value of vocabulary mastery is 0.671, while the ttable value is 2.179. So the value of tcount > ttable or 0.671 > 2.179 means that H02 is accepted and Ha2 is rejected. Vocabulary mastery is a significant factor in reading. The wider the student's vocabulary, the better their reading skills will be, and the impact on understanding of the student's discourse or reading will also increase. This means that a person's language skills depend on the quality and quantity of his vocabulary (Adam, 2019). Vocabulary must be continuously multiplied and expanded, first of all by the demands of an increasingly mature age who want to know all things, and secondly

by the development and progress of society, which always creates new words (Wahyuni, 2022). To efficiently communicate with other community members, everyone needs to expand their vocabulary and know as many words in their language as possible (Muhyidin, 2018).

The results of this study indicate that reading interest and vocabulary mastery have a positive but not too significant effect on reading comprehension ability. There is an influence but not substantial or no significant impact on reading interest and vocabulary mastery on reading comprehension ability in fourth-grade students of SD Negeri Bendung 1 Semin. This statement is proven through the F test, with a Fcount of reading interest and vocabulary mastery of 0.229, while the Ftable value is 3.81.

So the value of Fcount < Ftable or $0.229 < 3.81$, meaning that H03 is accepted and Ha3 is rejected. Many factors influence reading comprehension ability. These factors come from within the student (internal) and from outside the student (external) (Agustina et al., 2023). Internal factors include psychological and physiological factors, while external factors include environmental and instrumental factors. Psychological factors consist of talents, interests, intelligence, motivation, and cognitive abilities, while physiological factors consist of physical conditions or conditions of the five senses (Teni, 2021).

Environmental factors include the natural and social environments, while instrumental factors include curriculum, learning materials, teachers, evaluation tools, infrastructure, administration or school management (Jumatriadi, 2019). A high interest in reading has implications for a person's level of intelligence and insight. There will be a difference between someone who reads a lot of books and someone who doesn't read books, namely in how that person solves problems and speaks. Language activities can only run well with vocabulary mastery. Mastery of a person's vocabulary determines the quality of that person's language. With adequate knowledge, it is easier for someone to interact appropriately in a social transaction.

Conclusion

There is an adverse effect and no significant or no significant effect of interest in reading on the ability to read comprehension in class IV SD Negeri Bendung 1 Semin. This statement is evidenced by the test results, which show that the reading interest tcount is -0.129, while the ttable value is 2.179. So the value of tcount > ttable or $-0.129 > 2.179$ means that H01 is accepted and Ha1 is rejected. The relationship

between reading interest and students' reading comprehension ability is included in the low category in this study, with a correlation coefficient of 0.024. In addition, the R2 (R Square) score is 0.001, meaning that the variable interest in reading contributes to students' reading comprehension by 0.01%.

There is an influence but not significant or no significant effect of vocabulary mastery on reading comprehension ability in fourth-grade students of SD Negeri Bendung 1 Semin. This statement is proven by the test results, which show the tcount value of vocabulary mastery is 0.671, while the ttable value is 2.179. So the value of $t_{count} > t_{table}$ or $0.671 > 2.179$ means that H_02 is accepted and H_a2 is rejected. The relationship between vocabulary mastery and students' reading comprehension ability is included in the low category in this study, with a correlation coefficient of 0.188. In addition, the R2 (R Square) score was 0.035, meaning that the contribution of the vocabulary mastery variable to students' reading comprehension ability was 3.5%.

There is an influence but not significant, or there is no significant effect on reading interest and vocabulary mastery together on reading comprehension ability in fourth-grade students of SD Negeri Bendung 1 Semin. This statement is proven through the F test, with a Fcount of reading interest and vocabulary mastery of 0.229, while the Ftable value is 3.81. So the value of $F_{count} < F_{table}$ or $0.229 < 3.81$, meaning that H_03 is accepted and H_a3 is rejected. The relationship between reading interest and vocabulary mastery and students' reading comprehension ability was classified as low in this study, with a correlation coefficient of 0.192. In addition, an R2 (R Square) score of 0.037 was obtained, meaning that the contribution of the variable interest in reading and vocabulary mastery together on students' reading comprehension ability was 3.7%. The rest was influenced by other factors not examined in this study.

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