

THE INFLUENCE OF VOCABULARY MASTERY AND READING STRATEGY ON STUDENTS' READING ABILITY

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ABSTRACT

The research conducted at 4th semester aimed to investigate the influence of vocabulary mastery and reading strategy on students' reading ability. Ex Post Facto study was implemented, and a simple random sampling technique was used which sample consisted of 3 classes. Data collection was achieved through questionnaires and tests, ensuring instrument validity and reliability. Product Moment Correlation and Multiple Regression were used in data analysis. The results showed that there is significant influence of vocabulary mastery on reading ability with 34,26% of the effective contribution, a significant influence of reading strategy on reading ability with 7,96 of the effective contribution, and a substantial influence on vocabulary mastery and reading strategy combined on the reading ability with 42.3% of the total effective contribution. These findings highlight the importance of vocabulary mastery and reading strategy in improving students' reading ability. When constructing teaching materials and ways to improve students' reading ability, lecturers and curriculum designers should keep these variables in mind. It is suggested for future researchers to explore more advanced methodologies and treatments to improve vocabulary and reading knowledge, perhaps leading to even greater improvements in students' reading ability. Additionally, further research can still provide insights for educators and students.

Keywords: *Vocabulary Mastery, Reading Strategy, Reading Ability.*

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INTRODUCTION

The primary goal of teaching English in STBA JIA is to develop language skills or to master listening, reading, writing, and speaking skills to support language acquisition, namely English as second language. Students with a good vocabulary can communicate (read) more effectively because they can use synonyms and antonyms to vary their word choices. They also handle problems successfully because sometimes using certain terms or words can make statements more persuasive. Many of them are indeed quite good with their vocabulary, but those kinds of students exist in small numbers. Some are good at English, but they also have difficulties how to expand their vocabulary which is good vocabulary mastery is characterized by good ability to use it in the sentences. In fact, many students sometimes fail in these skills.

(Katamba, 1994), vocabulary is all the words in a language that is used by a person and provides much of the basis for how well learners speak, listen, write,

and read. Meanwhile, (Nurdiana & Amelia, 2017b), reading is a complex "cognitive process" that involves decoding signals to generate or extract meaning. It is a method of learning a language, communicating, and sharing information and ideas. Reading is one of the four language skills that students at all levels should learn. Many students considered that reading is not easy and even they confirmed that they have problems with the comprehending the topic or main idea discussed in the texts, the complicated language used in the texts, and a lack of vocabulary mastery. The students are struggling with reading comprehension, reading fluency, and word reading accuracy.

In fact, a lot of interactive techniques and reading strategies have been developed, the students still need to practice a lot in order to fully comprehend the text. Reading strategies, such as: using prior knowledge or previewing, making predictions, identifying the main and summarization, making inferences, visualizing, and questioning (which enables learners to engage their curiosity in reading by questioning to the text before, during, and after reading). These strategies or methods had to be implemented in the classroom during the teaching learning process.

The quality of a person's reading depends on how well they read his vocabulary and reading habits. Automatically, lecturers need to motivate students so that students will be able to support improvements in terms of understanding reading. (Romauli Panjaitan & Masni Sinaga, 2020) vocabulary mastery and language attitude had an influence on students' speaking ability. (Kartika Sari et al., 2019) questioned "would reading strategies help my students' reading comprehension studies? in fact, learning reading strategies is a key element in developing student comprehension. Therefore, proficiency in vocabulary is the main factor for improvement of highly receptive and productive skills and is the main requirement for success in a language.

Based on the description and previous research, the writers complemented in conducting studies and testing the influence of vocabulary and reading strategies on reading ability at 4th semester students of STBA JIA, Bekasi.

LITERATURE REVIEW

The Concept of Reading

The Definition of Reading Comprehension

(Brassell & Rasinski, 2008), reading is a complex "cognitive process" of decoding symbols to construct or derive meaning, as well as a method of language acquisition, communication, and information and idea sharing. Consequently, reading involves mental activity that can guarantee acquisition understanding is maximized. Reading is more than just shifting the eyes from left to right; it is also the action of thinking to comprehend the text.

Reading comprehension is one of the pillars of the reading process. (Grellet, 1981), reading comprehension is the process of constructing meaning by coordinating several complex processes such as word recognition, comprehension of meaning, and understanding the relationships between ideas conveyed in a text. Meanwhile, (Richards & Schmidt, 2002), comprehension is the ability to understand, or an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-

down processing).

Moreover, (Kruidenier, 2002), reading comprehension is an active process and the reader must interact and be engaged with the text for it to work well. It is also strategic process which can be taught. As comprehension takes place, words are decoded and associated with their meaning in the readers' memory and phrases and sentences are processed rapidly or fluently enough to that the meanings derived from one word, phrase or sentences are not lost before the next is processed. Reading comprehension can be described as the process of constructing meaning from a text.

It can be proclaimed that reading comprehension is a thinking process that involves the readers' background knowledge, vocabulary, grammatical knowledge, familiarity with text, and the author's intended communication. It meant that reading comprehension is a reading objective as well as a teaching goal in which students must enhance their reading abilities and use a variety of reading strategies.

The Purpose of Reading

People have many reasons why reading texts is crucial. Many people want to be competent in reading, maybe for careers, study purposes or pleasure. (Renandya et al., 2020), the purpose of reading mostly for enjoyment and certain information. Furthermore, (Nurdiana & Amelia, 2017) , students learn to read for multiple purposes, including: reading for enjoyment or pleasure, reading for information or fact, reading to find understanding or overview, reading for main ideas or inferences, reading for sequences or organization, and reading for synthesis and evaluate the information.

The Types of Reading

All people realize that reading is a process that entails converting symbols or letters into words and sentences that have personal significance. The goal of reading is to be able to understand written content, evaluate it, and apply it to one's needs. (Harmer, 2007), to get maximum benefit from their reading, students need to be involved in both extensive and intensive reading. In second language learning contexts, intensive reading is another term for detailed reading, and it employs relatively short texts that are at the limit of students' comfort intelligibility. However, extended reading is typically linked to reading longer texts for enjoyment outside of the classroom; hence, the text employed for the purpose is typically within the reader's comfortable comprehension range.

The Strategies of Reading

Strategy as procedures that facilitate a learning task, which are most often conscious and goal driven. (Nurdiana & Amelia, 2017) conveyed strategies in reading, namely previewing a text, making a prediction, summarizing, learning new words through the analysis of word stems and affixes, using context to maintain comprehension, recognizing text organization, generating appropriate questions about the text, clarifying text meaning, repairing miscomprehension. Also, related to (Grellet, 1981), different texts may be read in different ways, such as: predicting, previewing, scanning, skimming (gist reading), and detailed reading. (Mikulecky & Jeffries, 2007a), the key comprehension strategies, are previewing and making

prediction, scanning, making inferences, building vocabulary, understanding paragraph, finding pattern of organization, skimming.

The Concept of Vocabulary Mastery

Word is a symbol or the smallest unit that can be spoken in free form is the word (Katamba, 1994). It is the smallest independent unit of language, or one that can be separated from other such units in an utterance. Besides, (Finegan, 2008), words are the centerpiece of language, and when you think about languages you typically think of words. In other word, the most tangible elements of a language are its words.

An idea was stated by (Reskiawan et al., 2020), the more word students knew well and can use, the more meaning they can communicate in a wide variety of circumstance. If students mastered vocabulary, they can easily improve the language skills such as listening, speaking, reading and writing. Besides, vocabulary are all of the words in a language, a speaker's or writer's or reader's wealth of words, words used in the field of science, and there is a brief and helpful explanation included with the list of words that are organized like a dictionary.

(Fasold & Connor-Linton, 2006), the smallest independent unit of language, or one that can be separated from other such units in an utterance and sometimes it is defined as words arranged alphabetically which is called a glossary. In addition, everyone knows that language can be used to express meaning, but it is not easy to define meaning. There are two main fields within linguistics that study meaning. Semantics focuses on the literal meanings of words, phrases, and sentences and pragmatics focuses on the use of language in particular situations. So, vocabulary is the part of language that includes all the meanings of the words that are used, a wealth of terms that a speaker, writer, or language possesses, and even word lists that are organized similarly to dictionaries but with simplified and helpful definitions.

It can be concluded that vocabulary mastery is a complex skill that includes introduction, selection, and application. It is also not a spontaneous process, but rather a process of properly and correctly mastering vocabulary. AT last, students' reading quality depends on the quantity and quality of the vocabulary they have. The greater students' vocabulary, the more likely they are to be skilled in language, particularly reading.

RESEARCH METHOD

The writers employed a quantitative method and a non-experimental approach to monitor situations or events that affect people, resulting in objective data that can be readily presented through statistics and numbers. It can be defined as the ex post facto research, according to (Sinaga, 2014) is the study of causal interactions without manipulating or controlling the variables. This research was conducted in STBA JIA, Bekasi for 12 months, from September 2022 to September 2023. (Sugiyono, 2010) proclaimed that the sample is part or representative of the population being studied. The research sample was the 4th semester students, in number of 51 students.

The dependent variable in this research is reading ability, which is commonly denoted by the letter (Y) and the independent variables are vocabulary mastery (X₁) and reading strategy (X₂). (Bacon-Shone, 2013), dependent variable is an

explanatory variable that is the outcome variable, presumed to be affected by the independent variable(s), if there is an independent variable and an explanatory variable that is a presumed cause of variation in another explanatory variable(s). Observation, questionnaires, tests, and documentation were used to collect data. The data collection aims to assure validity and reliability. The Pearson Product

(Ary et al., 2010), an instrument is valid if it can be used to measure what it is intended to measure. Validity is a measure of an instrument's effectiveness. The formula used to test the validity of the items in the questions is the Product Moment correlation formula from Karl Pearson. After being evaluated with SPSS 25, it is known that of the 40 items of vocabulary mastery, 32 are valid and 8 are invalid. Furthermore, for the reading strategy questionnaire, it was determined that all 35 items are valid. Over and above, for 35 the items of the reading ability test, it was known that all 35 items are valid.

Again, (Ary et al., 2010), the instrument must be reliable to examine the interaction between one variable and other ones. The instrument can be trusted or reliable if the results are consistent. If the Alpha coefficient > 0.60, a question is considered credible. Following the reliability test conducted using the SPSS, obtained Cronbach's Alpha is 0,776 for vocabulary mastery, for the reading strategy, Cronbach's Alpha is 0,923, and for reading ability, Cronbach's Alpha is 0.792. From the results of the interpretation, vocabulary mastery, reading strategies, and reading ability variables shows good reliability, with Cronbach's Alpha > 0.60.

This research aimed to see the influence of vocabulary mastery (X_1) and reading strategies (X_2) on reading ability (Y). For verification all the data fulfilled the analysis hypotheses, then, normality, linearity, and multicollinearity tests were carried out. The formulation of the statistical hypothesis, namely:

1. $H_0 : \beta_1 = 0$
 $H_1 : \beta_1 \neq 0$
2. $H_0 : \beta_2 = 0$
 $H_1 : \beta_2 \neq 0$
3. $H_0 : \beta_1 \cdot \beta_2 = 0$
 $H_1 : \beta_1 \neq 0; \beta_2 \neq 0$

FINDINGS

Data Description

Vocabulary mastery (X_1) and reading ability (Y) were measured through test techniques by giving each item of questions that is 32 multiple choice questions for vocabulary mastery and 35 multiple choice questions for reading ability to 51 respondents. Reading strategy (X_2) was measured using non-test techniques, namely using a questionnaire given to the same respondents as 35 statements. It can be claimed that the vocabulary mastery (X_1), reading strategy (X_2), and reading ability (Y) data obtained in this study is representative and it can be described as follows:

Table. 1. The Data Description of X_1 , X_2 , and Y

		Vocabulary Mastery (X_1)	Reading Strategy (X_2)	Reading Ability (Y)
N	Valid	51	51	51

		Vocabulary Mastery (X ₁)	Reading Strategy (X ₂)	Reading Ability (Y)
	Missing	0	0	0
Mean		24,04	128,25	23,90
Median		23,00	131,00	25,00
Std.Deviation		4,699	18,497	5,386
Variance		22,078	342,154	29,010
Range		22	92	23
Minimum		10	65	9
Maximum		32	157	32

Analysis of Testing Requirements

Normality Test

The data normality test using the One-Sample Kolmogorov-Smirnov Test is part of the classic assumption test. The normality test aims to determine whether the residual values are normally distributed or not. A good residual model is having normally distributed residual values. The criteria for normality of the data are "if Sig > 0.05, then the data in the sample is normally distributed". Conversely, if Sig < 0.05, then the data is not normally distributed.

Figure 1. Histogram of Normality Test Result 1

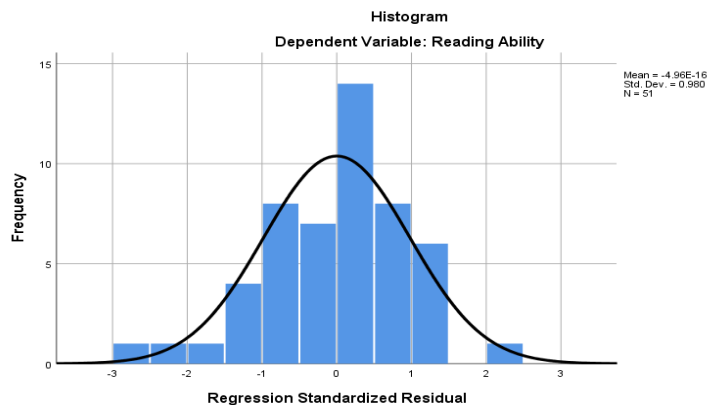


Figure 2. Histogram of Normality Test Result 2

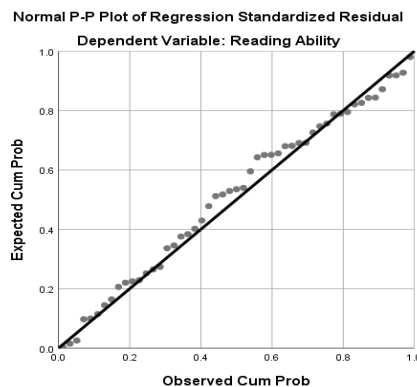


Table 2. Recapitulation of Normality Test Result

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		51
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.27313616
Most Extreme Differences	Absolute	.096
	Positive	.054
	Negative	-.096
Test Statistic		.096
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		

Based on normality test, it can be seen that $0,200 > 0,05$, it claimed that the data in the sample is normally distributed.

Multicollinearity Test

A good regression model is characterized by "no intercorrelation between independent variables" or "no multicollinearity symptoms). One of the most accurate ways to detect the presence or absence of multicollinearity is to see tolerance or IVF (variance inflation factor). If the tolerance value is > 0.10 , it means that there is no multicollinearity. And vice versa, if the $VIF < 10.00$, it means that there is multicollinearity.

Table 3. Recapitulation of Multicollinearity Test Result

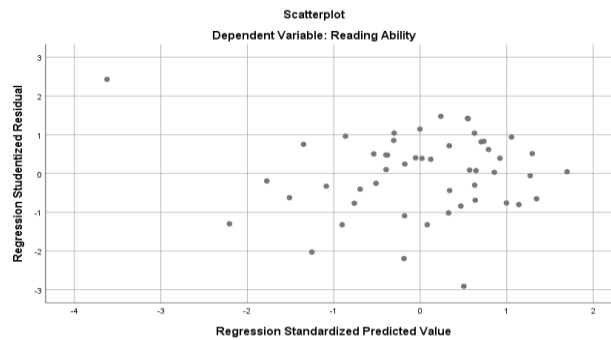
Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Vocabulary Mastery (X_1)	.848	1.179
Reading Strategy (X_2)	.848	1.179

Based on table 4.9. it can be claimed that VIF value of vocabulary mastery (X_1) and reading mastery (X_2), namely $1,179 < 10,00$ which means the $VIF < 10,00$. Additionally, tolerance value is $0.848 > 0.1$. So, in multiple analysis there is no multicollinearity.

Heteroscedasticity Test

The scatterplot heteroscedasticity test is part of the classic assumption test in the regression model. Where, one of the requirements that must be met in a good regression model is that there is no heteroscedasticity. Meanwhile, the occurrence of heteroscedasticity symptoms or problems will result in a doubt (inaccuracy) in the results of the regression analysis performed.

Figure 3. Histogram of Heteroscedasticity Test



The results obtained are that the data points spread above and below or around the number 0. Not only that, the data points collect only above or below. In other words, the data points are not patterned. In order to strengthen the scatterplot test, the writers also took another heteroscedasticity test, namely the glejser.

Table 4. The Recapitulation of Heteroscedasticity Test Result

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	8.802	3.314		2.657	.011
Vocabulary Mastery (X ₁)	.068	.102	.101	.666	.509
Reading Strategy (X ₂)	-.049	.026	-.285	-1.882	.066

a. Dependent Variable: Abs_Res

From the table above, the significance value of vocabulary mastery is 0.509 and reading strategy is 0.66 which means that these value > 0.05. Automatically, it was claimed that for the regression model, namely the influence of vocabulary mastery (X₁) and reading strategies (X₂) on reading ability (Y), there is no heteroscedasticity problem.

Autocorrelation Test

There are no symptoms of autocorrelation, if the Durbin Watson value lies between "du to (4-du)". The du value was searched for in the Durbin Watson table value distribution based on the number of independent variables (k) and the amount of data per variable (N) with a significance of 5%.

Table 5. The Recapitulation of Autocorrelation Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.204 ^a	.042	.002	5.382	1.661

a. Predictors: (Constant), Reading Strategy, Vocabulary Mastery
b. Dependent Variable: Reading Ability

From the data above, it can be seen that the du value=1,661. By knowing k=2 and N=51, from the Durbin Watson distribution table, it can be found that du (1,6309) < Durbin Watson (1,661) < 4-du (2,3691). So, it can be claimed that there are autocorrelation symptoms.

Research Hypothesis Testing

The t test and F test were used to assess whether or not the independent variable (X) has a simultaneous (together) effect on the dependent variable (Y). For addition, the coefficient of determination seeks to determine the percentage of influence that variable X simultaneously has on the dependent variable (Y). The tables below provided the results of the calculations and tests.

Table 6. The Recapitulation of the regression line equation computation for the influence of variables X₁ and X₂ on Y

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	23.726	4.328		5.482	.000
	Vocabulary Mastery	.626	.111	.655	5.644	.000
	Reading Strategy	.119	.034	.408	3.513	.001

a. Dependent Variable: Reading Ability

The Hypothesis Test (H1)

In accordance with the finding, it is known that the significance value for the influence of X₁ on Y is 0.000 < 0.05 and t_{count} 5,644 > t_{table} 2,011, so that can be concluded that there is influence of vocabulary building (X₁) on reading ability (Y).

The Hypothesis Test (H₂)

In accordance with the finding, it was known that the significance value for the influence of X₂ on Y is 0.01 < 0.05 and t_{count} 3,513 > t_{table} 2,011, so that can be concluded that there is influence of reading strategy (X₂) on reading ability (Y).

The Hypothesis Test (H₂)

This section showed that the significant value (sig) of the output above was 0.000 < 0.05 and F_{count} is 17,504 with F_{table} is 3,191. Because F_{count} > F_{table}, subsequently, it can be concluded that H₃ was accepted which means there is a significant influence of vocabulary mastery (X₁) and reading strategy (X₂) simultaneously on reading ability (Y).

Table 7. The Recapitulation of the coefficient significance test calculation result ANOVA^a

		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	611.746	2	305.873	17.504	.000 ^b
	Residual	838.764	48	17.474		
	Total	1450.510	50			

a. Dependent Variable: Reading Ability
 b. Predictors: (Constant), Reading Strategy, Vocabulary Mastery

Table 8. The outcomes of determining the correlation coefficient of the influence X₁ and X₂ on Y.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.649 ^a	.422	.398	4.180
a. Predictors: (Constant), Reading Strategy, Vocabulary Mastery				

Based on the table above, it is known that the R square of the variables X_1 and X_2 is 0.422. This means, the vocabulary mastery and reading strategy give contribution of 42,2% to changes in variable Y. Whereas the remaining 57,8% is influenced by factors outside of the research. Additionally, knowing how much the independent variables contribute to the dependent variable, namely vocabulary mastery and reading strategy to reading ability, it can be seen from the relative contribution (SR%) and effective contribution (SE%) in the table below:

DISCUSSION

The influence of vocabulary mastery on reading ability in the 4th semester students of STBA JIA.

An opinion was stated by (Fasold & Connor-Linton, 2006) defined the vocabulary is not a spontaneous process, there are some stages such as childhood, adolescence, and adulthood. (1) Childhood is a period that includes the ability to nominate concrete ideas. Children want to know about what they see, feel or hear every day. (2) Adolescence. At this point, the child begins to consciously expand his vocabulary, which occurs because of the learning process. (3) Adulthood. Vocabulary mastery is increasing currently because a child is becoming more involved in communication. To be able to communicate in all situations, a person must constantly improve their vocabulary, because all activities in society must be responded to with language.

The writers highlight that vocabulary has a significant part in language processes. The most fundamental language component that can help students to talk, to listen, to write, and to read fluently is vocabulary. The more English vocabulary the students know, the more likely they are to succeed in their goal of understanding reading well. In line with the findings of the study, vocabulary mastery (X_1) has a considerable influence on English reading ability. As can be seen from the regression analysis calculation, the value obtained $t_{count} > t_{table}$ ($5,644 > 2,011$).

In addition to these findings, the effective contribution of the vocabulary mastery variable is 34,26%, and automatically, this implies that the vocabulary mastery variable can be used to explain the reading ability variable. The findings of this study suggest several possible factors which influence students' vocabulary mastery, such as age, experience, learning style, motivation, instruction, access to native speaker, and so on. They are interrelated and affect vocabulary mastery process of students. Moreover, these factors can contribute to success or failure of acquiring the vocabulary of learners.

The influence of reading strategy on reading ability in the 4th semester students of STBA JIA.

(Mikulecky & Jeffries, 2007) claimed the key comprehension strategies, namely previewing and making predictions, scanning, skimming, making inferences, building a powerful vocabulary, understanding paragraph, finding pattern of organization. Additionally, (Irvin & Lunstrum, 1995) described some

strategies of effective reader and ineffective readers and divides these into three groups, namely pre-reading, during reading, and after reading.

The writers highlight that reading is such a complex process. When the students read, they take the markings on the page (letters), interpret them, and translate them into language that we combine into units of meaning. Once the students understand how the words or sentences go together in a text, they then need to think about what that means as the reader. The students must consider the message conveyed by the words on the pages, as well as what they know and how they feel about the topic, as well as how it affects their perspective of others and/or the word. In line with the findings of the study, reading strategy (X_2) has a considerable influence on English reading ability. As can be seen from the regression analysis calculation, the value obtained $t_{\text{count}} > t_{\text{table}}$ ($3,513 > 2,011$).

In addition to these findings, the effective contribution of the reading strategy is 7,96%, and automatically, this implies that the reading strategy variable can be used to explain the reading ability variable. Due to the findings of this study, to read smoothly and comprehensively, the reader must efficiently arrange the actions, such as thinking within the text, thinking beyond the text, and thinking about the text.

The influence of vocabulary mastery and reading strategy on reading ability in the 4th semester students of STBA JIA.

Based on (Tavarez DaCosta et al., 2020), there are two elements that make up the process of reading comprehension, namely vocabulary knowledge and text comprehension. Text comprehension is much more complex and varied than vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension. Meanwhile, (Fitri & Hadi, 2021), there is a positive and significant of the reading habit and reading strategies on students' reading comprehension. Reading comprehension is increasing by keeping on gaining good reading habits and reading strategies of the students. If the readers can read but do not comprehend the meaning of the text, it means they do not read comprehension.

(Nadea B, 2021) conveyed two reading strategies widely used by English Language Education Study Program students' batch 2019 in EFL reading, namely: bottom-up and top-down reading strategies. The students with bottom-up reading strategies tried to understand the meaning of words by using context. The characteristics of bottom-up reading strategies in this study such as: reading the difficult section aloud, rereading the difficult part, and following the line in the text with a pen or finger. Meanwhile, the students with top-down reading strategies emphasize previous experience and relating the background knowledge to the textual information while they are reading. Moreover, students used scanning when they found a question about specific information. Students underline the important parts while reading an English text. In line with top-down reading strategies, marking the important parts is one of the characteristics. Although participants already have their reading strategies, they also adjust the reading strategy they use according to the situation.

The results of this study's third hypothesis test showed that there is a substantial influence on vocabulary mastery and reading strategy combined on the

reading ability in the 4th semester of STBA JIA. This assertion is consistent with the existing understanding that vocabulary mastery and reading strategy are essential factors in increasing reading ability. This is proven by the multiple regression analysis, which obtained $F_{\text{count}} > F_{\text{table}}$ ($17.504 > 3,191$ at the significance level = 0.05). Furthermore, the total effective contribution for independent variables is 42.3%, which indicates that there is still a 57.8% effective contribution from other factors connected to the dependent variable, namely reading ability. It can be claimed that the developments in vocabulary mastery and reading strategy will be linked to the change of reading ability. The more students' mastery of vocabulary and reading strategy, greater will be their ability to read. On the contrary, the lower students' vocabulary and reading strategy, the worse their English reading ability.

CONCLUSION, IMPLICATION, AND SUGGESTION

The following conclusions can be taken from the findings of the earlier reported research, are: (1) There is a significant influence of vocabulary mastery on reading ability ($t_{\text{count}} 5,644 > t_{\text{table}} 2,011$) with 34,26% of the effective contribution, (2) There is a significant influence of reading strategy on reading ability ($t_{\text{count}} 3,513 > t_{\text{table}} 2,011$) with 7,96 of the effective contribution, and (3) There is a substantial influence on vocabulary mastery and reading strategy combined on the reading ability. It can be seen that $F_{\text{count}} 17.504 > F_{\text{table}} 3,191$ with 42.3% of the total effective contribution.

The research is creating several implications to improve for both academician and practitioners. For academics, this research contributes to knowledge expansion regarding vocabulary building, reading strategy, and reading ability. Additionally, it also can be used as a reference for learners conducting study in foreign language, especially in reading. Furthermore, for practitioners, the writers hope that this research can be received to develop the techniques of teaching reading interestingly, so that the students will enjoy studying and understand the types of learning strategies which to accelerate and improve their reading comprehension.

After seeing the findings as well as discussion, the writers offer some suggestion may be useful for them who want to conduct the same topic in the research, as follows: (1) By doing this study, the writers as lecturer believes that the lecturers are able to guide students to master the vocabulary and do reading strategies that appropriate them personally, (2) By mastering vocabulary and using reading strategies, the students are expected and encouraged to never stop learning and loving to read, so it can be useful for their improvement in reading (comprehension), and (3) For the next researchers are expected to investigate more detailed aspects of reading so that it can be a new input for the English literature department of STBA JIA.

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