Research Article

The Effects of Reading Habit and Vocabulary Mastery Towards Writing Skill of Analytical Exposition Text

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Abstract: The research study is aimed to knowing the effects of reading habit and vocabulary mastery towards students' writing skill in analytical exposition text. The survey method was employed in this study. The population of the research was 658 students divide into 3 schools in East of Jakarta and 60 students were chosen as sample based on probability sampling methods particularly simple random sampling. The instruments used in collecting the data are reading habit questionnaire, vocabulary test, and analytical exposition text test. The result of this research shows that there are any significant effects of reading habit and vocabulary mastery towards students' writing skill in analytical exposition text at private senior high school in East of Jakarta. It is proved by the value of sig $0.000 < 0.05$ and the value of Fo = 196.017.

Key Words: Reading Habit; Vocabulary Mastery; Writing Skill of Analytical Exposition

Introduction

The aim of teaching English is to make Indonesian students be able to communicate in English (Gunantar, 2016). English is the common language which is known to most of the people in the world. It is almost used in every field such as in the field of communication, science, technology, education and etc. That is why it is very important to have good English. Based on the Indonesian Curriculum, the focus of English teaching are four English skills. Those are reading, listening, speaking and writing. All of those skills should be learned by students as the basis of communication. Those skills are important to be mastered without ignoring each other. However, at the implementation, reading and writing seems to be given priority. The acquisition of a specific language skill in a classroom is seen as the important thing, especially in writing.

Being a good writer is not easy because a writer must pay attention to principal purpose or writing and also must consider the aspects of writing in their writing (Nystrand, 2023). Therefore, their experiences in learning English will help them to be a master in writing.

Writing is a productive language skill. Because it is a productive language skill, it requires students to be able to know and to recognize the system of grammar rules and mastery of linguistic aspects. To produce good writing, students need some factors that can support their output in writing,

Writing skill especially for analytical exposition text needs reading experience from many resources to support student's writing ability of analytical exposition. Writing an analytical exposition text is usually used to introduce several ideas that support the main idea of the writer and deliver it to the audience. To get the ideas writer needs more informations. By reading student can take many information and knowledge that haven't their had yet, including the complex vocabulary and content of reading many resources.

The students writing ability of analytical exposition text is students' ability to write a text or communicate information to someone or ever for public which elaborates the writer's idea about the phenomenon surrounding and properly using some aspects: content, organization, vocabulary, language use,

and mechanics. Writing production is integration process, because when the students want to produce the written they must understand about the components of the writing. Another variable that must be mastered by students to be good writer in analytical exposition is vocabulary mastery.

Vocabulary as a factor that affects writing has an important position. Vocabulary is the elements that support language (Susanto, 2017). In delivering the curriculum process, there are so many problem faced by students in our country, especially the problems related to "vocabulary". Vocabulary is the important one of any language.

Vocabulary as one of the language aspects have to be learned when people are learning a language. Good mastery of vocabulary is important for anyone who learns the language used in listening, speaking, writing and reading besides grammar (Gustian, 2022). A learner of the foreign language will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and has a capability of using it accurately.

Most theorists and researchers in education have assumed that reading and vocabulary mastery both are related, and numerous studies have shown the strong relation between the two (Ningsih, et al., 2021). There are a number of ways how to encourage the students' vocabulary development, but the most important and effective is through reading and comprehension. By reading every single reading material, students will often find many new words. It can be concluded that it will increase students' vocabulary.

Based on the writer's experiences however she often found that there were some factors influenced student's writing ability especially for analytical exposition text, a few of them were reading habit and vocabulary mastery. The researcher realized that in the term of reading habit, mostly students were lack of reading as they felt that reading was such a boring activity. As a matter of fact, they still had some difficulties in reading the texts. They used to read word by word, got confused with unfamiliar words, and did not comprehend the text messages. While in the term of vocabulary mastery, students were still difficult to comprehend, determine the meaning of unfamiliar words, and answer the questions from the text because their vocabulary mastery was inadequate.

As stated previously, reading can be a habit. Habit is not only a huge part of our everyday life but also one of the most influential governing factors of our existence. Your actions, your responses, the decisions you make, and your life are largely dictated by your habits. Reading habit refers to the behavior, which expresses the likeness of reading and tastes of reading

Method

Generally, this study aimed to get an overview and analysis of functional linkages between the variables of the reading habit vocabulary mastery and writing skill of analytical exposition students of Private Senior High School in East Jakarta.

This research started September 2019 to January 2020. This research takes place at three schools in East Jakarta, they are Senior PKP Jakarta Islamic Senior High School, Budhi Warman 2 Senior high school, and Al – Ma'ruf senior high school.

Based on the variables studied, the problems are formulated and hypothesis the researchers used quantitative research methods that are non-experimental is survey method. The quantitative method is the study using figures, statistical processing, structure and control experiments. (Nana Syaodih Sukmadinata, 2005: 53). While the survey method is a method used to collect information in the form of a large number of opinion on topics or specific issues. (Nana Syaodih Sukmadinata, 2005: 54).

This study uses a quantitative approach, because in this study the data obtained from the study of the numbers and the data analysis using the statistical conclusion can be drawn further on the matter under investigation. The primary data required is data on, the reading habit of student and vocabulary mastery to writing skill from the students of private senior high school in East of Jakarta as the respondents.

Operational definition of reading is the response of the questioner that measure their motivation, reading habit is built, the environment and the atmosphere that are needed in reading, understanding idea and grammar analysis whether low and high that affect to their competence in writing analytical exposition text.

In instrument material, the statements are made based on the theory above. Here is the indicator of reading habits measurement. The questioner will distribute to 60 students from three difference school which of them is taken 20 respondents.

Indicators	Statements	Amount
Environment and atmosphere	9, 15, 16, 26, 36, 45	6
Reading habits	1, 2, 5, 8, 11, 12, 13, 14, 17, 18, 19, 20, 29, 30	14
Understanding reading materials	4, 10, 21, 22, 23, 27, 28, 34, 35	9
Grammar analysis	24, 25, 31, 31, 33, 37, 38, 39	8
Feedback in learning process	3, 6, 7, 40, 41, 42, 43, 44	8

According to Arikunto (2009:72) that to calculate the validity point using product moment correlation formula. The score of r_{xy} will be compared to r_{tabel}. If df = n -2 so can be gotten the score of r_{table} = 0,254. The each statement will be valid if score of $r_{hitung} > r_{tabel}$. The result of validity of reading habit questioner are 35 question. To know the reliability of research instrument is done by using Alpha Cronbach and the result is 0,91 It can be taken conclude that reading habit questioner instrument has strong reliability

Operational mastery of vocabulary can be measured from the scores obtained by students through tests that include the type of vocabulary, vocabulary forms and vocabulary meaning. Objective multiple choice test consisting of four answer choices (a, b, c, d) with one correct answer that answers the other as distractor (spoof) the correct answer is given a score of 1 and wrong answer is given a score of 0.

In instrument material, the statements are made based on the theory above. Here is the indicator of vocabulary mastery measurement. The test will distribute to 60 students from three difference school which of them is taken 20 respondents.

No	Competence	Indicator	Number of Question	Number of item
1	Synonym	Find the word which have the same meaning	22, 23, 24, 25, 28	5
2	Antonym	Find the word that are opposite in the meaning	8, 27, 29, 36, 37, 38	6
3	Definition	Explain the meaning of the word	12, 30, 32, 33, 34, 35	6
4	Paraphrase	Explain the meaning of unfamiliar word and provide several possible meaning	26, 31, 39, 40, 41, 42, 43, 44, 45	9
5	Completion	Complete the sentence with the appropriate word	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15,16,17,18,	19
	Total			45

The indicator above is used to measure the vocabulary mastery of the students whether is high or low. Here are the score to measure the vocabulary mastery:

100 – 90 is having the high vocabulary mastery

89 – 80 is having good vocabulary mastery.

79 – 60 is having average vocabulary mastery

59 – 20 is having low average vocabulary mastery

According to Arikunto (2009;178) that "*Kelayakan instrumen penelitian untuk variabel hasil belajar siswa dihitung melalui rumus point biserial*". The score of r_{bis} will be conducted to table of product moment. The value is 5% for 60 students. If the $r_{bis} > r_{table}$ it means the question is valid. The result of validity of vocabulary mastery test can be concluded that from 45 questions, 35 questions are valid.

Results and Discussion

Results

This study was to determine the effect of reading habit and vocabulary mastery jointly towards writing skill of analytical exposition.

Linearity

Linearity is taken to define the technique in the regression analysis whether the independent variables (X1 and X2) and the dependent variable (Y) create a linearity pattern. The linearity test in this research I SPSS program version 20.00

a. The Regression Linearity of the Influence of Variable X1 toward Y

The output regression linearity between reading habit (X1) toward analytical exposition essay (Y)

The Output of Regression Linearity of Variable X1 toward Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Analytical Exposition Text * Reading Habit	Between Groups	(Combined)	16482.667	35	470.933	9.435	.000
		Linearity	15016.520	1	15016.520	300.853	.000
		Deviation from Linearity	1466.147	34	43.122	.864	.658
	Within Groups		1197.917	24	49.913		
	Total		17680.583	59			

Based on the output above, the score of deviation from linearity is $F_{observed} = 0.864$ and sig 0.658 > 0.05. This score shows that the equation of regression linear between reading habit and analytical exposition of text creates a linear relation. It means that the better of students' reading habit, the better analytical exposition text as well.

b. The Regression Linearity of the Influence of Variable X2 toward Y

The output regression linearity between vocabulary mastery (X2) toward analytical exposition essay (Y) is as follow:

The Output of Regression Linearity of Variable X2 toward Y

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Analytical Exposition Text * Vocabulary Mastery	Between Groups	(Combined)	10883.583	20	544.179	3.122	.001
		Linearity	9081.310	1	9081.310	52.107	.000
		Deviation from Linearity	1802.274	19	94.857	.544	.922
	Within Groups		6797.000	39	174.282		
	Total		17680.583	59			

Based on the output above, the score of deviation from linearity is $F_{observed} = 0.544$ and sig 0.922 > 0.05. This score shows that the equation of regression linear between vocabulary mastery and analytical exposition of text creates a linear relation. It means that the better of students' vocabulary mastery, the better analytical exposition text as well.

Discussion

1. **Reading Habit and Vocabulary Mastery Towards Writing Skill of Analytical Exposition**

From the description of the data after the correlation analysis of the correlation coefficient of 0,934 and the coefficient of determination of 87.3%. By testing by SPSS version 22.0 for Windows, it is evident that the correlation coefficient is significant. This means that to the influence of the independent variables X1 (reading habit) and X2 (vocabulary mastery) together on the dependent variable Y (writing skill of analytical exposition).

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934[a]	.873	.869	6.275

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

Based on the data analysis table model summary, some interesting findings were revealed from this study. Firstly, the multiple variable correlation coefficient (R), using all the predictors silmutaneously, is 0.934, meaning that both predictor variables (reading habit and vocabulary mastery) effects writing skill and it

categorized high. Moreover, the value of adjusted $R^2 = 0.873$ indicating that 87.3% of the variance in writing skill of analytical exposition can be predicted form reading habit and vocabulary mastery combined. The other 12.7% of the total variance in the writing skill of analytical exposition text is unexplained.

While based on the regression analysis equation $\hat{Y}$ = -34,064 + 0,888X_1 + 0,217X_2. The constant value of -34,064 indicates that with the low score of reading habit and vocabulary mastery, means difficult for students to get the good writing skill of analytical exposition. While, the score of coefficient regression 0.888 and 0.217 tells that there are a positive effect variable X_1 (reading habit) and variable X_2 (vocabulary mastery) jointly towards variable Y (writing skill of analytical exposition). Coefficient regression of reading habit (b_1) is 0.888, meaning an increase of 1 unit of reading habit will increase the writing skill of analytical exposition by 0.888, in line with reading habit, coefficient regression of vocabulary mastery (b_2) also has positive score 0.217 it means an increase of 1 unit of vocabulary mastery will increase the vocabulary mastery by 0.217. All other things have been equal. It is can be shown from the table below:

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-34.064	5.483		-6.213	.000
1 Reading Habit	.888	.070	.790	12.704	.000
Vocabulary Mastery	.217	.067	.203	3.265	.002

a. Dependent Variable: Analytical Exposition Text

After testing the linearity of the regression line using the program *SPSS version 22.0 for Windows* obtained that the proven linear regression line. From testing the significance of regression coefficients were also carried out with the same program obtained that the regression coefficient is also significant, which means it is true that there are positive influence of the independent variables X1 (reading habit) and X2 (vocabulary mastery) together on the dependent variable Y (writing skill of analytical exposition).

The result of the study indicates that there was an influence of reading habit and vocabulary mastery both partially and jointly towards writing skill of analytical exposition. If it seen from the $T_{observed}$ value, the statistic indicates that variable reading habit with value $T_{observed} = 12.704$ and sig = 0.000 < 0.05, while vocabulary mastery variable has $T_{observed} = 3.265$ and sig 0.002 < 0.05. This shows that the reading habit variable effects writing skill of analytical exposition more significantly than the effects of vocabulary mastery variable towards writing skill of analytical exposition. Then it means, the reading habit variable has a greater value than the value of vocabulary mastery variable. It shows from the table below:

ANOVAa

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.436.229	2	7.718.114	196.017	.000b
Residual	2.244.355	57	39.375		
Total	17.680.583	59			

a. Dependent Variable: Analytical Exposition Text

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

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-34.064	5.483		-6.213	.000
	Reading Habit	.888	.070	.790	12.704	.000
	Vocabulary Mastery	.217	.067	.203	3.265	.002

a. Dependent Variable: Analytical Exposition Text

2. Reading Habit Influence on Writing Skill of Analytical Exposition

From the hypothesis testing found that the significance value (Sig) is 0,000 and t = 12,704, which means a significant difference between the independent variables X1 (reading habit) towards the dependent variable Y (writing skill of analytical exposition).

Reading habit's contribution towards student's writing skill of analytical exposition
KD = value of βxy_1 x value of partial correlation (R_{yx1}) x 100%
KD = 0.790 x 0.860 x 100% = 67.94%

3. Vocabulary Mastery influence on English Learning Achievement

From the hypothesis testing found that the significance value (Sig) = 0.002 and t = 3,265, which means a significant difference between the independent variables X2 (vocabulary mastery) on the dependent variable Y (writing skill of analytical exposition).

Vocabulary mastery contribution towards student's writing skill of analytical exposition
KD = value of βxy_2 x value of partial correlation (R_{yx2}) x 100%
KD = 0.203 x 0.397 x 100% = 8.05%

Referring to the quantitative information and the above theory, the researchers concluded that the reading habit and vocabulary mastery have a positive and significant effect towards writing skill of analyitcal exposition.

Conclusions

Some research conclusions can be presented as follows: There was a significant effect of reading habit and vocabulary mastery jointly towards writing skill of analytical exposition, students grade XI private senior high school in east of Jakarta. This is evidenced by the Sig. 0.000 <0.05 and F test = 196.017. There is a significant influence on the reading habit to writing skill of analytical exposition private senior high school grade XI students East Jakarta. This is evidenced by the Sig. 0.000 <0.05 and t =12,704, There is a significant influence on the vocabulary mastery to writing skill of analytical exposition private senior high school grade XI students East Jakarta. This is evidenced by the Sig. 0.002 <0.05 and t = 3,265.

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