



Contribution of Reading Interest and Guessing Words Meaning in Context Mastery Toward Reading Comprehension

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Abstract

This study investigates the correlative aspects among three variables; reading interest, guessing words meaning in context mastery, and reading comprehension. It comes up in analyzing the theories and results of some studies that reading interest and guessing words meaning in context mastery would or would not contribute to reading comprehension. It indicates this concern is being conferred now on. To achieve this purpose, it is designed as correlational study, where it took the fourth semester students English Study Program of FKIP-Islamic University of Indragiri as sample. Two kinds of instrumentations were utilized; questionnaire and tests. While analyzing the data, the researcher used Pearson Product Moment statistical analysis. Its findings reveal that the correlation coefficient was $r_{xy}=0.817$, which was categorized as high correlation. Hypothesis testing also determined that critical value of r_{xy} was greater than critical value of t_{table} in significant level 5% ($0.817>0.374$). It was evidently proven that there was a positive correlation among the students' reading interest and guessing words meaning in context mastery toward reading comprehension. Then the determination coefficient is 0.667, which means the students' reading interest and guessing words meaning in context mastery contribute 66.7% toward reading comprehension. It infers that who wants to have better in reading should have better in reading interest and guessing words meaning in contexts mastery.

Key words: Reading Interest, Guessing Words Meaning in Context, Reading Comprehension.

Kontribusi Minat Membaca dan Kemampuan Menerka Makna Kata Berdasarkan Konteks Terhadap Keterampilan Membaca

Abstrak

Penelitian menguji aspek korelatif dari tiga variabel yakni minat baca, kemampuan menebak makna kata dalam konteks, dan pemahaman membaca. Hal ini dilatar belakangi hasil analisis teori dan penelitian terdahulu yang berkaitan dengan minat baca dan kemampuan menebak makna kata berkontribusi atau tidak terhadap pemahaman membaca. Ini bermakna bahwa isu tersebut masih terus didiskusikan sekarang dan akan datang. Untuk mencapai tujuan tersebut, jenis Penelitian Korelasi digunakan. Dimana seluruh mahasiswa semester empat Prodi Pendidikan Bahasa Inggris FKIP-UNISI Tembilahan sebagai sampel. Dalam mengumpulkan data, dua jenis instrumen digunakan; angket dan tes. Sedangkan

dalam menganalisa data, peneliti menggunakan rumus analisis statistik *Pearson Product Moment*. Hasil penelitian menunjukkan bahwa nilai korelasi $r_{xy}=0,817$, dikategorikan korelasi yang tinggi. Uji hipotesis juga menunjukkan bahwa nilai r_{xy} lebih besar dari nilai r_{table} pada taraf signifikan 5% ($0.817>0.374$). Ini jelas membuktikan bahwa terdapat korelasi positif antara minat baca siswa, kemampuan menebak makna kata dalam konteks terhadap pemahaman membaca. Selanjutnya, nilai determinasi 0.667, yang berarti bahwa minat baca dan kemampuan menebak makna kata dalam konteks berkontribusi 66.7% terhadap pemahaman membaca. Ini bermakna bahwa seseorang yang berkeinginan untuk memiliki pemahaman membaca yang baik seharusnya memiliki minat baca dan kemampuan menebak makna kata dalam konteks yang baik pula.

Kata Kunci: *Minat Baca, Menebak Makna Kata dalam Konteks, Pemahaman Membaca.*

1. INTRODUCTION

Reading, one of language skills, cavorts principal role in students' activities because through reading they enable to gain information from printed or online sources. According to Alyousef (2005) and Murcia (2001) reading is an interactive process between a reader and a text. It is a set of skills that incorporates engaging sense and getting meaning from the printed words. In this process, the reader interacts dynamically with the text as he strives to gain details and various knowledge. It infers in the reading activity, he does not only adjust on exposing the words level, but it also grasps the details on the text. Principally, the primary objective of reading is to grasp of what is being read.

There are some skills and components in comprehending the texts. Ghanni (2002) expounds there are five skills in reading comprehension activity; percieving the meaning of the words in context, understanding the rule and the meaning of non-idiomatic phrases and

infinitive phrases, discerning the sentence meaning through systematic structure theory, recognizing rhetorical structure, and reading critically by understanding the purpose of the writer, making inference, getting conclusion, evaluating the writer resources, and evaluating the written type and the writers' tone. Then Sharpe, P.J. (2009) mentions five components of reading comprehension; finding detail information which requires the readers to scan specific factual, finding main ideas which is what the paragraph develops, recognizing the meaning of certain words which is not familiar by relating the close meaning of unfamiliar words to the text and the topic of the text that is read, identifying references that recognize the references of the words and being able to identify the words to which they refer to was help the readers understand the reading passage, and identifying inference which may be point of view, conclusion or unstated information of the texts.

Moreover, language components have substantial point for

the language skills. They involve vocabulary, grammar, and pronunciation. Of all language components, vocabulary holds the core in language teaching. Richards and Renandya (2002) argue that vocabulary is a major aspect of language knowledge and outfits the basis for how well learners listen, speak read, and write. It implies that to enrich their language capacity, they must subdue vocabulary.

In reading, for instance, the students will gain impediments in comprehending the texts if they do not recognize the meaning of words in the texts. In relation to the objective of teaching reading in tertiary level, which outfits them to attain the knowledge from books, journals, articles, magazines and other sources which are written in English, lecturers should look upon their vocabulary dominance.

In line this case, some problems come up in reading process. The readers, in reading the texts, need to call to mind the terms meaning in the text, but in reality they do not know all English words list. It seems so silly if they always look up dictionary while reading the texts. Thus, they should enable to guess the terms meaning through context. Supporting this point, Robinson (2010) if English is your second or foreign language, when you read, you may find many understandable terms. It is not compatible to check every new terms in the dictionary. If it is so, your reading is interrupted. You lose the points. Also, you do not retain the new terms. When you read them again, you often just have to look them up again in the dictionary.

A better way to read is to guess what most of the new terms mean. Guessing words meaning in context is one of useful skills where the learners enable to use it inside and outside classroom. It is an impulsive technique to learn language. They may not guess the exact meaning the first time they see a new term, yet they can attain a common sense of terms. In the same point, it is considered a subskill of reading, where the significance of vocabulary learning is unquestionable. Moreover, learning from context has long been desirable by lecturers and many lecturers have found learning from context to be effective (Nation, 2001; Thornbury, 2002).

Nation and Coady (1988) as quoted by Mart (2012) suggests five steps strategy for guessing from context; (a) finding the part of speech of the unrecognized word, (b) looking at the immediate context of the unknown word and simplifying this context if necessary, (c) looking at the wider context of the unknown word. This means looking at the relationship between the clause containing the unknown terms and surrounding clauses and sentences, (d) guessing the meaning of the unrecognized term, and (e) checking that the guess is correct.

Then, there are four common types of context clues (1) Examples, Examples may suggest the meaning of an unknown word. To understand how this type of clue works, “The *adverse* effects of this drug, including dizziness, nausea, and headaches, have caused it to be withdrawn from the market.” The examples—dizziness, nausea, and headaches—helped you figure out that the word

adverse means “harmful.” (2) Synonyms, a word that means the same or almost the same as the unknown word, may appear anywhere in a passage to provide the same meaning as the unknown word. For instance, “Fresh garlic may not *enhance* the breath, but it certainly does improve spaghetti sauce.” In the sentence, the synonym given should have helped you understand the meaning of the word in italics: *enhance* means “improve.” (3) *Antonym*, a word that means the opposite of another word, is also a useful context clue, which are often signaled by words and phrases such as *however, but, yet, on the other hand, and in contrast*. For example, “Many people have pointed out the harmful effects that a working mother may have on the family, *yet* there are many *salutary* effects as well.” *Salutary* means “beneficial.” (4) *General Sense of the Sentence or Passage*, it takes a bit more detective work to puzzle out the meaning of an unfamiliar word. In such cases, you must draw conclusions based on the information given with the word. Asking yourself questions about the passage may help you make a fairly accurate guess about the meaning of the unfamiliar word. For instance, “A former employee, *irate* over having been fired, broke into the plant and deliberately wrecked several machines.” (*What would be the employee’s state of mind?*) *Irate* means “very angry.” To sum up, to save time when reading, the readers should try to figure out the meanings of unfamiliar words by looking at their context—the words surrounding them.

Additionally, reading process results do not only influence by the language componets itself, but also from other factors. There are some influencing factors of learning achievement which involve reading skill. As Purwanto (1986) said (1) Internal factor is the factor which comes from the students’ inherent condition for instance: interest, intelligent, attention, motivation and attitude. (2) External factor is the factor which is from outside, for instance: family, school, friends, teacher and society. For the school itself there are some factors which also affect the learning activity, such as curriculum lecturers, motivation, education material of text book, and others.

Concerning the theories above, one of factors that also has essential point in reading is internal factor that is reading interest. As in generally known, it is a motivational variable that involves not only the emotions but also the intellect (Hidi, Renninger, & Krapp, 2004). Having interest in reading is critical due to having that, the students will do reading gladly, thus they will attain benefits from what they read. The successfull reading is fundamental and is most needed since it is the primary device in learning activity. All subjects such as science, linguistic, social and even mathematics need the ability and interest in reading. Henning in Brantmeier (2006) surveys the Egyptian ESL students and concludes that interest is one of factors that affects in acquisition of language. So far, there is no conclusive evidence about the effect of interest on foreign language reading comprehension.

McKenna (1994), in his study on the relationship between interest and language learning, his finding showed positive correlation between them.

Eidswick (2009) categorizes interest as situational interest, individual interest and topic interest. Individual interest subsumes the readers' preferences for certain text topics or subject matter, and this interest exists before reading a particular text. Situational interest refers to interest caused by situational factors, such as the text and test; a particular situation can influence situational interest, and is therefore not enduring. Topic interest refers to interest prompted by a certain topic or theme. It appears to share qualities of both situational and individual interest with contributions of either depending on individuals' knowledge, experiences and the perceived value of a topic. Moreover, Crawley and Mountain (1995) identified six factors that influenced the development of children's interests; previous experience, self-concept, values, understandable subject, the level of pressure involvement, and the complexity of subject material.

The review of theories and the facts above made the researcher assumed that reading interest and knowing terms meaning mastery have an essential and special place in the reading comprehension. Therefore, the researcher is interested in investigating the effect of students' reading interest and guessing terms meaning in context mastery and their reading comprehension.

To prove the assumption, some previous studies have been reviewed in relating to the contribution of list words mastery and reading interest

toward reading comprehension. Furqon (2013) investigated correlation between students' vocabulary mastery and their reading comprehension. The findings showed that there was a strong correlation between two variables. Moreover, Susanto, et.al. (2014) have undertaken a study on determining the correlation between students' reading interest and students' reading comprehension. Based on the results of the research it could be implied that there was correlation between students' reading interest and their reading comprehension. By having high reading interest, the students enable to comprehend the texts better than those who have low interest. Then Dewi (2007) inquired the relationship among students' interest in reading scientific essay, scientific vocabulary mastery and their reading comprehension achievement. The results revealed that both independent variables had significant correlation to dependent variable. Briefly, those findings have shown that the students' mastery in vocabulary, includes guessing vocabulary meaning in context, and reading interest could contribute to the results of reading comprehension.

Accordance with the curriculum English Study Program FKIP-UNISI Tembilahan, the students have taken on reading classes. Especially, for the fourth semester students, they have joined on Reading IV course, which concerns on reading scientific reading sources such as journal, articles, and research reports. They also have been trained and guided in doing reading comprehension for TOEFL test. Moreover, it assumed that their

predicting vocabulary meaning in context mastery was in wide range and their reading interest was in varies greatly. Therefore, the reseacher came to the final statement that it needed to investigate and retest the previous studies findings and theories that guessing word meaning in context mastery and reading interest have correlation on reading comprhension. Thus the fundamental aims of the study were to determine (1) how the students' reading interest, guessing word meaning in context mastery, and reading comprehension are; (2) whether and to what degree the correlation and contribution between the reading interest and reading comprehension; (3) whether and to what degree the correlation and contribution between the mastery in guessing word meaning in context and reading comprehension; (4) whether and to what degree the

correlation and contribution among the reading interest and mastery in guessing word meaning in context toward reading comprehension.

2. METHOD

The correlational research design is occupied to settle the research expectation. It involves collecting data to restrict whether and to what degree a relationship endures between two or more quantifiable variable. Moreover, the level of relationship is expressed as correlation coefficient. It outfits a prospect to predict scores and explain the relationship among variables. If a relationship occurs among the variables, it implies that scores within a certain range on one variable are associated on the other variables. (Gay and Airasian, 2000:321; Creswell, 2005).

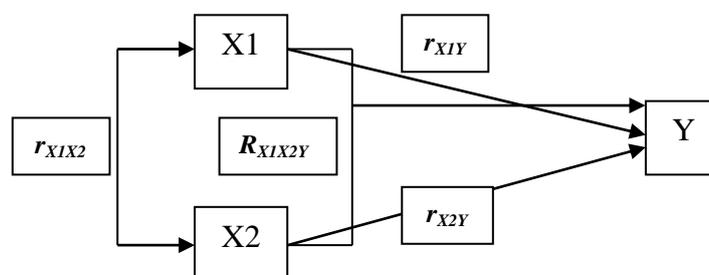


Figure 1. Conceptual of Reasearch Methodology

The subject involved thirty the fourth semester students of English Study Program FKIP-Islamic University of Indragiri – Tembilahan, Indonesia, They attended reading IV course. They were selected from one equal intact class by using total sampling technique, which all samples are selected from all desired population (Riduwan: 2005:64).

Two kinds of instrumentation devices were used: *Test*: It purposed to determine how well the students' guessing words meaning in context mastery and their reading skill. The indicators of guessing word meaning in context involved predicting the terms meaning on synonym, antonym, example, and general sense of the sentence or passage. Meanwhile, the assessed aspects for

reading skill were finding main idea, identifying references, making inference, identifying unknown terms, and finding detail information. *Questionnaire*. It aimed at finding out the students' reading interest. It was constructed in Likert scale form, which has five alternative choices (Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), and Strongly Disagree(1)). The indicators included feeling like in reading, focusing on reading, using time on reading, motivation of reading, and reading efforts.

In analyzing the students' guessing terms meaning in context

and reading comprehension test, the researcher utilized descriptive statistics analysis. Then the students' reading interest was analyzed by using Likert Scale analysis. Furthermore, in investigating the correlation coefficient among variables, he used statistical analysis of Pearson Product Moment correlation, multivariate correlation analysis, and SPSS application, and to obtain the level of correlation coefficient among variables, Sudijono (2004:193) proposes the following classification:

Table 1. The Interpretation of Correlation Coefficient

r_{xy}	Interpretation
0.00-0.20	Very low Correlation
0.21-0.40	Low Correlation
0.41-0.70	Moderate Correlation
0.71-0.90	High Correlation
0.91-1.00	Very High Correlation

3. FINDINGS AND DISCUSSION

3.1. Findings

It displays the research findings which cover research variable description, reading interest results, guessing meaning words in context mastery results, reading comprehension results, normality testing, linearity testing, correlation coefficient, and hypothesis testing.

The Results of Students' Reading Interest.

The research data of reading interest were gained as the test to the desired sample. The students' scores of reading interest can be seen as follow

Table 2. Descriptive Statistics of Reading Interest

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error

Reading Interest	30	14.40	58.40	72.80	67.5933	4.02834	-.448	.427	-.736	.833
Valid N (listwise)	30									

The empirical data above inform that the minimum score was 58.40 which was classified as enough category, and the highest score was 72.80 which was in strong or high category. It implies that the students' reading interest was not so different each other. It was supported through the results of the range of the students' score, 14.40, and deviation standard, 4.03. Moreover, it determines if the data was normally distributed, the researcher used Skewness and Kurtosis analysis where the criteria as follows:

- The data is distributed normally if the values of statistic is divided by the value of standard error is ranging between -2 to 2.
- The data is not distributed normally if the values of statistic

is divided by the value of standard error is excluded ranging between -2 to 2.

Obviously, it could be found that the Skewness score; statistic (-0.448) and standard error (0.427). After analysing the score it was gained that $(-0.448/0.427 = -1.049)$, meanwhile, it could be gained that the Kurtosis scores; statistic (-0.736) and standard error (0.833). After computing the score it was gained that $(-0.736/0.833 = -0.883)$. The final statement was that the Skewness and Kurtosis analysis scores were ranging between -2 to 2. In other words, the data were distributed normally.

Then the classification of the students' reading interest could be displayed in the following table:

Table 3. The Classification of Students' Reading Interest

No.	Classification		Frequency	Percentage (%)
	Interval Score	Level		
1	81 – 100	Very High	0	0
2	61 – 80	High	29	96.67
3	41 – 60	Enough	1	3.33
4	21 – 40	Low	0	0
5	00 – 20	Very Low	0	0
Total			30	100%

It might be seen that there was none of students whose ability very high, low and very low. then, there were 29 students (96.67%) which were considered high. next, 1 student (3.33%) were placed enough. the mean score of students reading interest was 67.59, which was

categorized in the interval high level. It implied that the students had high reading interest in English texts.

The Results of Students' Guessing Words Meaning in Context Mastery.

The details of guessing words meaning in context were collected

from desired subjects. The students' scores of guessing words meaning in context capability might be displayed as follows:

Table 4. Descriptive Statistics of Guessing Words Meaning in Context

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Guessing Word Meaning in Context	30	30.90	56.60	87.50	70.5037	8.59814	.136	.427	-.413	.833
Valid N (listwise)	30									

The data above presents the information that the number of the respondents were 30 students. The minimum point was 56.60 which was classified as low level, and the maximum point was 87.50 which was in very high level. Supported by the range of the students' score was 30.90, and the deviation standard was 8.598. It inferred that the students' prosperity in predicting terms meaning through context was distributed widely. Moreover, normality testing of the data was needed by considering the Skewness and Kurtosis analysis where the criteria as follows:

- a. The data is distributed normally if the values of statistic is divided by the value of standard error is ranging between -2 to 2.

- b. The data is not distributed normally if the values of statistic is divided by the value of standard error is excluded ranging between -2 to 2.

The factual data prove that the Skewness score; statistic (0.136) and standard error (0.427). It was gained that $(0.136/0.427 = 0.318)$. Meanwhile, the Kurtosis scores; statistic (-0.413) and standard error (0.833). It was obtained that $(-0.413/0.833 = -0.495)$. Perfectly, it could be seen that the Skewness and Kurtosis analysis scores were ranging between -2 to 2. In short, the data were dispensed normally.

Additionally, the students' guessing terms meaning in context ability might be preferred in the existing table:

Table 5. Students' Mastery in Guessing Words Meaning in Context

No.	Classification		Frequency	Percentage (%)
	Interval Score	Level		
1	80 – 100	Very High	4	13.4
2	70 – 79	High	12	39.9

3	60 – 69	Enough	10	33.3
4	50 – 59	Low	4	13.4
5	00 – 49	Very Low	0	0
Total			30	100%

The current data displayed that there were four students (13.4%) who got very high level, twelve students (39.9%) who were placed in high category, ten students (33.3%) who gained enough level, four students (13.4%) who obtained low level, and none of them who was labeled in very low level. It proposes that their mastery in guessing words meaning in context were in diverse. Then the mean score of the overall

ability was 70.50 which was classified in high level.

The Results of Students' Reading Comprehension

The existing data of reading comprehension were administrated as the test to the intended respondents. The students' scores of reading capability might be exhibited as follows:

Table 6. Descriptive Statistics of Reading Comprehension

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Reading Comprehension	30	24.00	60.00	84.00	70.4000	6.69328	.310	.427	-.360	.833
Valid N (listwise)	30									

The data above provide the information of the students' reading comprehension results, which were taken the reserach subjects. The dejected score was 60.00 which was labeled as enough classification, and the great score was 84.00 which was in very high classification. The range of the students' score was 24.00, and the deviation standard was 6.693. They show that the students' reading skill was sufficiently varied. Then, to test the normality of the data, the researcher employed Skewness and Kurtosis analysis the existing criteria as follows:

- a. The data is distributed normally if the values of statistic is

devided by the value of standard error is ranging between -2 to 2.

- a. The data is not distributed normally if the values of statistic is devided by the value of standard error is excluded ranging between -2 to 2.

Concerning the data above, it was noticed that the Skewness score; statistic (0.310) and standard error (0.427). It was gained that $(-0.136/0.427 = 0.726)$, and Kurtosis scores; statistic (-0.360) and standard error (0.833). It was attained that $(-0.360/0.833 = -0.432)$. As the result, the Skewnes and Kurtosis analysis scores were in the interval score -2 to

2. It implies the data were given out normally.

Furthermore, the students' reading comprehension might be presented in the following table:

Table 7. The Classification of Students' Reading Comprehension

No.	Classification		Frequency	Percentage (%)
	Interval Score	Level		
1	80 – 100	Very High	4	13.4
2	70 – 79	High	9	29.98
3	60 – 69	Enough	17	56.62
4	50 – 59	Low	0	0
5	00 – 49	Very Low	0	0
Total			30	100%

It was obviously found that there were four students (13.4%) who got very high level, nine students (29.98%) who were categorized in high category, seventeen students (56.62%) who gained enough level, and none of them who was classified in low and very low categories. Overall, their reading comprehension ability was 70.40 which was placed in high level.

Correlation Coefficient between Reading Interest (X1) and Reading Comprehension (Y).

Two variables tested, reading interest and reading comprehension, were analyzed by using statistical analysis. To determine how close the relationship between them, the researcher used Person Product Moment Correlation (bivariate) analysis.

Table 8. Correlation Coefficient between Reading Interest and Reading Comprehension

		Reading Comprehension	Reading Interest
Pearson Correlation	Reading Comprehension	1.000	.457
	Reading Interest	.457	1.000
Sig. (1-tailed)	Reading Comprehension	.	.006
	Reading Interest	.006	.
N	Reading Comprehension	30	30
	Reading Interest	30	30

The table above presents the correlation coefficient between the students' reading interest and reading comprehension which was 0.457. It was placed as moderate or enough level. Then, to test the hypothesis could be seen from the Sig. score with the criteria if the Sig. score >

0.05, H_0 is accepted, H_1 is rejected and vice versa. The results shows that the Sig. score was 0.006. It was clearly determined $0.006 < 0.05$. In other words, there is significant and positive correlation between reading interest and reading comprehension.

Table 9. Contribution of Reading Interest toward Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.457 ^a	.209	.181	6.05909

a. Predictors: (Constant), Reading Interest

It was determined that R square score (the contributions of reading interest toward reading comprehension) was 0.209; it means that variable reading interest contributed 20.9% toward reading comprehension, and 79.1% is affected by other variables. In a nutshell, the language learners who intent to be better in reading comprehension should have high interest in reading.

Correlation Coefficient between Guessing Words Meaning in Context Mastery (X2) and Reading Comprehension (Y).

The variables observed, guessing words meaning in context mastery and reading comprehension, were dissected by using statistical analysis of Person Product Moment Correlation. The results were in the current table:

Table 10. Correlation Coefficient between Guessing Word Meaning in Context Mastery and Reading Comprehension

		Reading Comprehension	Guessing Word Meaning in Context
Pearson Correlation	Reading Comprehension	1.000	.813
	Guessing Word Meaning in Context	.813	1.000
Sig. (1-tailed)	Reading Comprehension	.	.000
	Guessing Word Meaning in Context	.000	.

N	Reading Comprehension	30	30
	Guessing Word Meaning in Context	30	30

Referring the empirical data above, it was gathered the correlation coefficient between the students' guessing word meaning in context and reading comprehension which was 0.813. It was implied as high level. Then, to examine the hypothesis might be seen from the Sig. score with the criteria if the Sig. score >

0.05, H_0 is accepted, H_1 is rejected and vice versa. The data inform that the Sig. score was 0.000. It was perfectly discovered $0.000 < 0.05$. Consequently, there is significant and positive correlation between mastery in guessing word meaning in context and reading comprehension.

Table 11. Contribution of Guessing Words Meaning in Context Mastery toward Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.813 ^a	.662	.650	3.96256

a. Predictors: (Constant), Guessing Word Meaning in Context

It was settled that R square score (the contributions of guessing words meaning in context mastery toward reading comprehension) was 0.662; which infers that variable guessing words meaning in context mastery granted 66.2% toward reading comprehension, and 33.8% is stirred by other aspects. To sum up, those language learners who propose to have compatible reading skill should have compatible mastery in guessing words meaning in context.

Correlation Coefficient among Reading Interest (X1) and Guessing Words Meaning in Context Mastery (X2) toward Reading Comprehension (Y).

All variables studied; reading interest, guessing words meaning in context mastery and reading comprehension were analyzed by employing multivariate statistical analysis.

Table 12. Correlations Coefficient among Reading Interest, Guessing Word Meaning in Context and Reading Comprehension

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.817 ^a	.667	.642	4.00370

a. Predictors: (Constant), Reading Interest, Guessing Word Meaning in Context

Referring the factual data above, it was gathered the correlation coefficient among the variables investigated was 0.817. It was labeled as high classification. It was restricted that R square score (the contributions of reading interest, mastery in guessing words meaning in context toward reading comprehension) was 0.667; it hits

that variable reading interest and guessing words meaning in context mastery provided 66.7% toward reading comprehension, and 33.3% is determined by other components. Furthermore, the hypothesis testing could consider from the Sig. score with the criteria if the Sig. score > 0.05, H_0 is accepted, H_1 is rejected and vice versa.

Table 13. Anova Score of Hypothesis Testing

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	866.400	2	433.200	27.025	.000 ^a
Residual	432.800	27	16.030		
Total	1299.200	29			

a. Predictors: (Constant), Reading Interest, Guessing Word Meaning in Context

b. Dependent Variable: Reading Comprehension

The research finding shows that the Sig. score was 0.000. It was obviously seen $0.000 < 0.05$. In other words, there is significant and positive correlation among students' reading interest, guessing word meaning in context mastery and reading comprehension. It presumes the language learners who tend to be better in reading comprehension should have congruous reading interest and guessing words meaning in context mastery.

3.2. Discussion

The data analysis description results has shown that it was gathered some findings that need to be discussed. Discussion means the researcher discusses the research findings with the previous researches which have been conducted by other researchers. Some points that should be discussed were how the relationship and the contribution

among results of reading interest, guessing words meaning in context mastery, and reading comprehension.

Firstly, it related to the language learners' reading interest. It revealed that most of them were classified into high level (96.67%). It indicated they had great interest in reading English texts. Moreover, the correlation coefficient between the reading interest and reading comprehension was 0.457, which was labeled in sufficient level. Then determination coefficient was 20.9% as the contribution of the reading interest toward reading comprehension. Even the score of correlation and determination were not high enough, but after testing the hypothesis was proven that there was significant and positive correlation between both variables. To support these results, the previous study was conducted by Susanto, et.al (2014) who investigated the

correlation between reading interest and reading comprehension at secondary school in Pungur - Indonesia. The results of this research showed that the correlation coefficient was 0.673 and the coefficient influences value of both variables was 0.434. It was shown when the students got high score in interest score; they also got high score for their reading comprehension. Moreover, Gultom, et.al (2014) inquired the correlation between reading interest and reading comprehension ability of the third year students at the English Department of Bung Hatta University. He found that the value of r_{observed} of this research was 0.78, while the value of r_{table} with level significant 0.05 and degree of freedom ($df=n-2$) was 0.362. It implies that r_{observed} was higher than r_{table} ($0.78 > 0.362$). Therefore, the alternative hypothesis which was there is significant correlation between the students' interest and reading comprehension was accepted. Thus, to increase the students' reading comprehension, they have to be more interest in reading. In conclusion, there was correlation between reading interest and reading comprehension. By having high reading interest, they were able to read better than those who have low interest.

Secondly, it was relevant with the students' mastery in guessing words meaning in context. It was found that their mastery in guessing words meaning in context was classified as high level by supporting the mean score 70.50. Then the correlation coefficient was 0.813, which was categorized as high

correlation, and the determination coefficient was 0.662, which inferred the students' guessing words meaning in context mastery donated 66.2% toward the students' reading comprehension. The hypothesis testing has proven that both variables had meaningful and positive correlation. To support these results, the relevant studies have proposed by Anjomshoa (2014) her study revealed that there is a positive effect between vocabulary knowledge and reading comprehension for EFL learners. It was in the same argument with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. In the regard to this matter, her study attempted to determine the relationship between students' reading comprehension and their vocabulary mastery.

Thirdly, it concerned on the students' correlation among reading interest, mastery in guessing words meaning in context and reading comprehension. After computing and analyzing the data, the researcher found that the correlation coefficient among those variables was 0.817, which was ranging in high category. Moreover, the determination coefficient was 0.667. It indicates that the students' reading interest and mastery in guessing words meaning in context toward their reading comprehension was 66.7%. The results of hypothesis testing indicated that there is significant and positive correlation among the variables. These research findings were relevant with the previous studies such as Widyastuti (2014)

who studied the same variables. The results show that there is a positive correlation among reading interest, vocabulary mastery, and reading comprehension ($R_{y12} = 0.5604$ and $F_o = 18,48 > F_t = 3.32$). The result of the study shows that reading interest and vocabulary mastery are predictors which give a contribution to reading comprehension as many as 56,04%. So, both reading interest and vocabulary mastery are one of the important factors that should be considered in improving reading comprehension. Other researches have been undertaken by Nurshohifah (2014) and Faliyanti (2015) who also examined the contribution of reading interest, vocabulary mastery toward reading comprehension of descriptive text. The results revealed that there is a positive relationship among X_1 , X_2 and Y variables all together. It indicated that knowing words meaning is one aspect in reading process. By having plenty of words list, the students will be easier in comprehending the passages. The interest in English provides effect of the students mastery in English. Before starting to read, they are must be interested in English first. Reading is one of language skills which is crucial for them, since through reading they can attain information from the passages.

To sum up, the variables investigated have meaningful and positive correlation each others, and the independent variables contributed positively toward the dependent variable.

4. CONCLUSION

The accomplished data as the requirement and the approval of the research hypothesis were about the relationship among reading interest, guessing word meaning in context mastery and reading comprehension. Some points could be concluded that there is a positive relationship among the students' reading interest and guessing words meaning in context toward their reading comprehension. In other words, the independent variables (X_1 and X_2) contributed critically to the improvement of dependent variable (Y). This implies the students who have high interest in reading and mastery in guessing words meaning in context should be easier to understand the text literally and also interpretatively.

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