

The Influence of Reading Interests, Vocabulary Mastery and Critical Thinking on Reading Comprehension in Elementary School Students

¹Fahrurrozi, ²Ratna Sari Dewi, ³Uswatun Hasanah, ⁴Apri Wahyudi

ABSTRACT--Vocabulary mastery is a number of words that a person know both productively which using words, and receptively that used to understand the meaning of words in language activities, especially reading. The purpose of this research is to find out whether there is an influence of reading interests, vocabulary mastery, and critical thinking on reading comprehension in the sixth grade students of elementary schools in South Jakarta. This research used quantitative method by utilizing path analysis statistical test tool. Path Analysis is used to test the influence of intervening variables. The findings of this study indicate that there is an influence between reading interest, vocabulary mastery and critical thinking on reading comprehension of elementary school students. Vocabulary mastery significantly improve students' reading comprehension. Reading comprehension is also influenced by students' critical thinking. By having critical thinking, students will be better in reading comprehension.

Keywords-- reading interests, vocabulary mastery, critical thinking on reading comprehension.

I. INTRODUCTION

Reading is a receptive ability where the goal is that the reader will able to understand the implicit and explicit meaning of a writing so that he is able to use it for various purposes (Asyiah, 2017). PIRLS data for 2016 states that Indonesia is ranked 60th in terms of reading ability (Johansone, 2017). Surely this is quite alarming for the Indonesian people themselves. Therefore, the content of language learning is one of the lessons that must be taught earlier, especially for elementary school students.

One of the reading abilities taught to elementary school students is reading comprehension. According to a report by the National Reading Panel, published by the National Institute of Child Health and Human Development, reading comprehension is identified as one of the five most important components in reading instruction (del Prado Hill, Friedland, & McMillen, 2016). Reading comprehension abilities taught in primary schools are a type of reading that aims to understand: 1) literary standards, 2) critical reviews, 3) printed drama, and 4) patterns of fiction, (Edossa, Neuenhaus, Artelt, Lingel, & Schneider, 2019). In reading comprehension involves two main abilities, including the mastery of the meaning of words and the ability to think critically about a verbal concept. When the reader

¹Department of Elementary School teacher education at Universitas Negeri Jakarta, Indonesia, ozipasca@gmail.com.

²Department of teacher education at Universitas Islam Negeri Syarifhidayatullah, Jakarta. Indonesia, ratna@juin.jkt.ac.id.

³Department of Elementary School teacher education at Universitas Negeri Jakarta, Indonesia, toenoes@gmail.com.

⁴Department of Elementary School teacher education at Universitas Negeri Jakarta, Indonesia, apri.1688@yahoo.com.

does the activity of reading the text, the reader will actively integrate the meaning he had before with the meaning that the writer wants to convey in the text (Duncan, McGeown, Griffiths, Stothard, & Dobai, 2016). Thus, students who have comprehension on reading comprehension will be able to interpret a text optimally so they can get a message from the text.

Reading comprehension is not an instant thing but requires continuous practice. This exercise will run optimally if the students have high interest in reading (Bano, Jabeen, & Qutoshi, 2018). In other words, interest is the requirement to form the habit. If the reading activity is based on high interest, then the activity will be carried out regularly (Springer, Harris, & Dole, 2017). Asadi and Catts have proven that high interest will result in high reading comprehension (Asadi, 2018), (Catts & Kamhi, 2017). Relevant to the above research, research conducted by Kikas, Pakarinen, Soodla, Peets, & Lerkkanen, 2018, (Morgan, Fuchs, Cordray, & Fuchs, 2016), (Kuşdemir & Bulut, 2018), (Vaknin-Nusbaum, Nevo, Brande, & Gambrell, 2018), have also described a significant relationship between interest and comprehension reading abilities.

Beside that, vocabulary mastery has also been considered as a predictor of reading comprehension such as phonological awareness, orthographic processing and phonological, (Tarchi, 2017), (Kocaarslan, 2016). Reading comprehension is the ultimate goal of reading activities. This ability is a product of the process of decoding and linguistic understanding (McCardle & Connelly, 2018). Children with low reading comprehension are usually identified using standard percentile or cut-off scores for achievement in word reading and reading comprehension (Babayigit & Shapiro, 2019) (Calet, López-Reyes, & Jiménez-Fernández, 2019). However, given that reading this understanding consists of several cognitive processes, mastery of these vocabulary and grammar (including morphological and syntactic abilities) is indispensable in processing sentence meanings (Berkeley & Larsen, 2018), (Duchovičová, Kozárová, Kurajda, Bajrami, & Baghana, 2019), (Fu, Zhang, Majeed, & Li, 2019). The richer the vocabulary is, the more likely a person is in understanding a sentence or text (Locher & Pfof, 2019). Vocabulary mastery can be divided into receptive and productive mastery, namely the ability to understand and use vocabulary. When reading and listening activities, comprehension abilities are needed, while writing and speaking activities require the ability to use vocabulary (Cho, Toste, Lee, & Ju, 2019). Thus, reading comprehension abilities require good mastery of the vocabulary so that the material to be read can be developed.

In proper learning, reading comprehension in elementary school always involves simple texts such as letter texts, story texts, announcements, and so on. Understanding of the reading text is very dependent on all aspects involved in the reading process, one of which is the critical thinking ability of the reader (Veliz & Veliz-Campos, 2019), (Muijselaar et al., 2017), (Bano et al., 2018), (Karamalak & Pesina, 2017), (Haroun, 2018). Readers who have high critical thinking abilities will be easier to develop understanding of words and concepts than others (Snyder & Snyder, n.d.). This is because reading comprehension is an activity of making a sequence about the description and organizing the contents of the text (Veverková, 2016). It can evaluate at the same time to respond to what is written or implicit in the text, while understanding is related to the speed. Understanding is the ability of reading to understand: main ideas, important details and all understanding (Ribeiro, Cadime, Freitas, & Viana, 2016). By having the ability to think critically, students easily understand the meaning that is written and implied in the text. Some studies that have discussed how much positive influence between critical thinking and reading comprehension abilities include (Edossa et al., 2019), (Bhatt & MacKenzie, 2019), (Zubaidah, Corebima, Mahanal, & Mistianah, 2018), (Veliz & Veliz-Campos, 2019), (McCardle & Connelly, 2018).

As individual factors, the relationship between interest in reading with the ability of reading for understanding, critical thinking with reading comprehension, and mastery of vocabulary by reading comprehension has been well-documented in the aforementioned research through the application of various correlational analyzes, as well as through true experiments. However, there are no studies available examining the correlation between the three variables together. For this reason, the focus of the research is to test the influence of reading interest, vocabulary mastery, critical thinking on reading comprehension of elementary school students. The targets in this study include sixth grade of elementary school students in the Jakarta area. The purpose of this study was to explore whether there is a significant correlation between reading interest, vocabulary mastery, critical thinking, and reading comprehension of 6th grade elementary school students as well as whether reading interest, vocabulary mastery, critical thinking were significant predictors of reading comprehension.

Based on the above problems, it can be seen that research on the influence of reading interest, vocabulary mastery, critical thinking on reading comprehension in sixth grade students of elementary schools in DKI Jakarta is important to do. Through this research teacher are expected to design an optimal reading comprehension learning for elementary school students by paying attention to students' interest, vocabulary mastery and critical thinking skills. In connection with this, the authors are interested in conducting research with the title "The Influence of Reading Interests, Vocabulary Mastery, Critical Thinking on Reading Comprehension in Elementary School Students".

II. METHOD

This study aims to determine whether there is an influence of reading interests, vocabulary mastery, and critical thinking on reading comprehension in sixth grade of elementary school students in South Jakarta. The method used in this research is descriptive and verification analysis methods. Descriptive analysis model is a method that provides a description of the data of each research variable used in this study. While verification is done to test hypotheses using statistical test equipment. Researchers used statistical analysis tools path analysis or path analysis in this study. Path Analysis is used to test the influence of intervening variables. Path analysis is an extension of multiple linear regression analysis, or path analysis is used to analyze the pattern of relationships between variables in order to determine the direct or indirect influence of a set of independent (exogenous) variables on the dependent variable (endogenous). Basically the path coefficient is a standardized regression coefficient or comparing the coefficient of indirect influences with the coefficients of direct influences.

III. SUBJECT OF THE RESEARCH

This research was conducted in South Jakarta for a month, starting from April 25 to May 25, 2019. The population of the study were sixth grade students of state elementary school in South Jakarta City totaling 1783 people and at the same time as a sampling frame the sample size was set at 50 people.

IV. RESEARCH INSTRUMENT

The research instrument is a tool that used to measure the observed natural and social femomena. The number of research instruments depends on the number of variables for which the research has been determined to be studied. The preparation of questionnaire instruments in this study refers to the variables that have been determined, in this case the independent variables. The independent variable is given its operational definition, then the indicator is determined, then it is broken down into statement items. The instrument of reading interest and vocabulary mastery use tests while the instrument of critical thinking and reading comprehension of the four variables in this study uses a questionnaire.

V. HYPOTHESIS TESTING

Path analysis testing is used to determine the direct and indirect influences. The conclusion of accepting the hypothesis:

- a) If the significance level < 0.05 then H_0 is rejected and H_a is accepted, it means that there is an influence between the independent variables on the dependent variable. Thus the hypothesis can be accepted / proven.
- b) If the significance level > 0.05 then H_0 is accepted and H_a is rejected, meaning that there is no influence between the independent variables on the dependent variable. Thus the hypothesis is not accepted / not proven.

VI. RESULTS

Path analysis requires relationships between variables in the model must be linear, so that this meets the requirements of regression analysis. The test carried out is the normality test and the homogeneity variance test for each related variable, while the test results of the analysis requirements and hypotheses are explained below:

Normality Test

Based on the calculation, it is gained the highest a value or $a_{count} = 0,096 < a_{kritis} (n = 50 : \square 0,05) 0,125$. Therefore $a_{max} = (0,096) < a_{kritis} = (0,125)$ so the data X_1 has normal distribution. Based on the calculation, it is gained the highest a value or $a_{max} = 0,059 < a_{kritis} (n = 50 : \square 0,05) = 0,125$. Therefore $a_{max} = (0,059) < a_{kritis} = (0,125)$ so the data X_2 has normal distribution. Based on the calculation, it is gained the highest a value or $a_{max} = 0,077 < a_{kritis} (n = 50 : \square 0,05) 0,125$. Therefore $a_{max} = (0,077) < a_{kritis} = (0,125)$ so the data X_3 has normal distribution. Based on the calculation, it is gained the highest a value or $a_{max} = 0,075 < a_{kritis} (n = 50 : \square 0,05) 0,192$. Therefore $a_{max} = (0,075) < a_{kritis} = (0,125)$ so the data X_4 has normal distribution.

Table 1: Normality Test

Variable	a_{max}	a_{kritis}	Description
X1	0,096	0,125	Normal distribution
X2	0,059	0,125	Normal distribution
X3	0,077	0,125	Normal distribution
X4	0,075	0,125	Normal distribution

Homogeneity Test

Homogeneity test is performed to find out that data from each score comes from populations that have the same variance. Homogeneity testing of variance use Bartlett test. Calculation results of the homogeneity variance mastery of vocabulary (X2) for reading interest (X1) obtained $X^2_{count} = 13,332$. The value of X^2_{table} with dk 39 at $\alpha = 0,01$ is 67,5. Therefore, the results of $X^2_{count} (15,3493) < X^2_{table} (67,5)$, H_0 is accepted, it means that the variance in reading interest data (X1), vocabulary mastery (X2), critical thinking (X3) and reading comprehension ability (X4) are homogeneous.

Hypothesis Testing

After all the requirements have been met then path analysis is carried out. Based on the causal model formed theoretically path diagram is obtained. From this pathway diagram, five path coefficients were obtained, namely paths p_{31} , p_{32} , p_{41} , p_{42} , and p_{43} with six correlation coefficients namely r_{12} , r_{13} , r_{23} , r_{14} , r_{24} , and r_{34} . Based on the calculation of the correlation coefficient in table 11 above, the path coefficient values are then obtained:

Table 2: The Result of Calculation and Test of Path Coefficient

Path Coefficient		t-count		
		t-table		
			0,05	0,01
P31	0,476	4,218	1,68	2,42
P32	0,358	3,168	1,68	2,42
P41	0,074	0,713	1,68	2,42
P42	0,182	1,875	1,68	2,42
P43	0,671	5,895	1,68	2,42

The table above shows that the path coefficient or the amount of direct influence between reading interest (X1) with critical thinking (X3), vocabulary mastery (X2) with critical thinking (X3), reading interest (X1) with reading comprehension (X4), vocabulary mastery (X2) with reading comprehension (X4) and critical thinking (X3) with reading comprehension (X4).

Table 3: The Calculation of Direct and Indirect Influence and Total

Variable	Influence (%)		
	Direct	Indirect	Total
Reading interests (X1)	0,07	0,32	0,39
Vocabulary mastery (X2)	0,18	0,24	0,42
Critical Thinking (X3)	0,67	-	0,67

The direct influence of X_1 on $X_4 = P_{x_4x_1} = 0,07$ This value indicates the direct influence of reading interest on reading comprehension. The value 0,07 indicates the weak direct influence of reading interest on comprehension reading. Based on the test results above, the value is declared insignificant. The direct influence of X_2 on $X_4 = P_{x_4x_2}$

= 0,18. This value indicates the direct influence of vocabulary mastery on reading comprehension. The value 0,18 indicates the weak direct influence of vocabulary mastery on reading comprehension. Based on the results above, the value is declared insignificant. The direct influence of X_3 on $X_4 = P_{x_4x_3} = 0,67$. This value indicates the direct influence of critical thinking on reading comprehension. The value 0,67 indicates the strong direct influence of critical thinking on reading comprehension. The direct influence of X_1 on $X_3 = P_{x_3x_1} = 0,48$. This value indicates the direct influence of reading interest on critical thinking. The value 0,48 indicates moderate level of influence between the direct influence of reading interest on reading comprehension. The direct influence of X_2 on $Y = P_{x_3x_2} = 0,35$. This value shows the direct influence of vocabulary mastery on critical thinking. The value 0,48 indicates a weak level of influence between the direct influence of vocabulary mastery on critical thinking.

The indirect influence of X_1 through X_3 on $X_4 = P_{y_{x_1}} \cdot P_{y_{x_2}} = (0,48) (0,67) = 0,32$ This value indicates indirect influence of reading interest on reading comprehension. The value 0,32 indicates the indirect influence of reading interest on reading comprehension through critical thinking with a weak degree of influence. The indirect influence of X_1 through X_3 on $X_4 = P_{y_{x_1}} \cdot P_{y_{x_3}} = (36) (0,18) = 0,24$. The values above show indirect influence of vocabulary mastery on performance through motivation. The value 0,24 indicates indirect influence of vocabulary mastery on reading comprehension through critical thinking with a weak degree of influence.

The total influence of X_1 on $X_3 = \text{direct influence } X_1 + \text{indirect influence } X_1 = 0,48$ This value indicates direct and indirect influence (through other variables) reading interests on critical thinking. The value 0,48 indicates the moderate influence between interest in reading to critical thinking. The total influence of X_2 on $X_3 = \text{direct influence } X_1 + \text{indirect influence } X_1 = 0,36$ This value indicates direct and indirect influence (through other variables) vocabulary mastery on critical thinking. The value 0,36 indicates the influence of vocabulary mastery on critical thinking has a weak influence. The total influence of X_1 on $X_4 = \text{direct influence } X_1 + \text{indirect influence} = 0,39$ This value shows the total influence (direct and indirect influence through other variables) reading interest on performance value 0,39 shows the influence of reading interest on reading comprehension has weak influence Total influence of X_2 on $X_4 = \text{direct influence } X_1 + \text{indirect influence} = 0,42$ This value indicates the total influence (direct and indirect influence through other variables) vocabulary mastery on reading comprehension value 0,42 indicates the influence of vocabulary mastery on reading comprehension has a weak influence Total influence of X_3 on $X_4 = \text{direct influence } X_3 + \text{indirect influence} = 0,67$ This value indicates the total influence (direct and indirect influence through other variables) critical thinking on reading comprehension 0,67 indicates the influence of critical thinking on reading comprehension has a strong influence.

Then, to see the influence of reading interest variable (X_1), vocabulary mastery (X_2), critical thinking (X_3) on reading comprehension (X_4), the writer used path analysis which is a statistical technique used to measure the magnitude of influence, both direct and influence indirect between endogenous variables and exogenous variables. To estimate the values of the ordinal data parameters obtained from 50 respondents, then increased to the interval scale. From the interval data then a correlation matrix is made to calculate the path coefficient values. Based on the calculation results, structural equation is obtained. After obtaining the structural equation model above, then testing the path coefficient is simultaneously performed to test the hypothesis whether there is a significant influence of one or several exogenous variables on endogenous variables using the F test statistic. Exogenous is reading interests (X_1), vocabulary mastery (X_2), critical thinking (X_3), while endogenous variable is reading comprehension (X_4). The path coefficient is a standardized regression coefficient, therefore the path coefficient

calculation can use a regression calculation approach that can be done with the help of SPSS software. Based on the calculation result, F value is 33,085. The calculated F value is then compared with the F table value with an error risk 0,05 and a degree of freedom (3;46) that is equal to 2,81. Because the calculated F value is greater than the F table value, it can be concluded that at least there is an exogenous variable that significantly influences endogenous variables or there is a significant influence on reading interest, vocabulary mastery, overall critical thinking (there is at least one variable) on reading comprehension.

Furthermore, the path coefficient test is carried out simultaneously to test the hypothesis whether there is a significant influence of one or several exogenous variables on endogenous variables X3 using the F test statistics. In this case the exogenous variables are reading interest (X1), vocabulary mastery (X2), while the endogenous variable is critical thinking (X3). The path coefficient is a standardized regression coefficient, therefore the path coefficient calculation can use a regression calculation approach that is done by SPSS software. Based on the calculation results, the calculated F value is 20,742. The calculated F value is then compared to the F table value with an error risk of 0,05 and a degree of freedom (2; 47) that is equal to 3,2. Because the calculated F value is greater than the F value of the table, it can be concluded that at least there is an exogenous variable that has a significant influence on endogenous variables or there is a significant influence on reading interest, vocabulary mastery, on overall critical thinking (there is at least one variable).

After obtaining significant simultaneous test results, the path coefficient test is done individually to observe exogenous variables which specifically affect endogenous variables. For this purpose the t-test statistic is used where the calculation results can be presented simply as follows:

Table 4: Individual Path Coefficient Tests

Hypothesis	t_{count}	t_{table}	Description
$H_0 : P_{X4x1} = 0$	0,713	2,02	H ₀ accepted
$H_0 : P_{x4x1} \neq 0$			
$H_0 : P_{x4x2} = 0$	1,875	2,02	H ₀ accepted
$H_0 : P_{x4x2} \neq 0$			
$H_0 : P_{x4x3} = 0$	5,894	2,02	H ₀ rejected
$H_0 : P_{x4x3} \neq 0$			
$H_0 : P_{x3x1} = 0$	4,218	2,02	H ₀ rejected
$H_0 : P_{x3x1} \neq 0$			
$H_0 : P_{x3x2} = 0$	3,168	2,02	H ₀ rejected
$H_0 : P_{x3x2} \neq 0$			
$H_0 : P_{x4x1,x3} = 0$	3,44	2,02	H ₀ rejected

$H_0 : P_{x4x1;x3} \neq 0$			
$H_0 : P_{x4x2;x3} = 0$	2,80	2,02	H_0 rejected
$H_0 : P_{x4x2;x3} \neq 0$			

Based on the test results of the path coefficients individually, it can be seen that the rejection of H_0 for the direct influence of X3 on X4, the direct influence of X1 on X3, the direct influence of X2 on X3, the indirect influence of X1 on X4 through X3 and the indirect influence of X2 on X4 through X3 H_0 is accepted at the direct influence of X1 on X4 and X2 on X4. this can be interpreted that the direct influence of X3 on X4, the direct influence of X1 on X3, the direct influence of X2 on X3, the indirect influence of X1 on X4 through X3 and the indirect influence of X2 on X4 through X3 has a significant influence and the direct influence of X1 on X4 and X2 to X4 has no significant influence.

The magnitude of influence from total variables of all exogenous variables on the endogenous variable X4 is 0,68 both directly and through the intervening variable is shown through the coefficient of determination (R^2). Based on the calculation results, the coefficient of determination is 68%, it means that the contribution of X1, X2, and X3 to X4 is 68% and the remaining 32% is influenced by other variables.

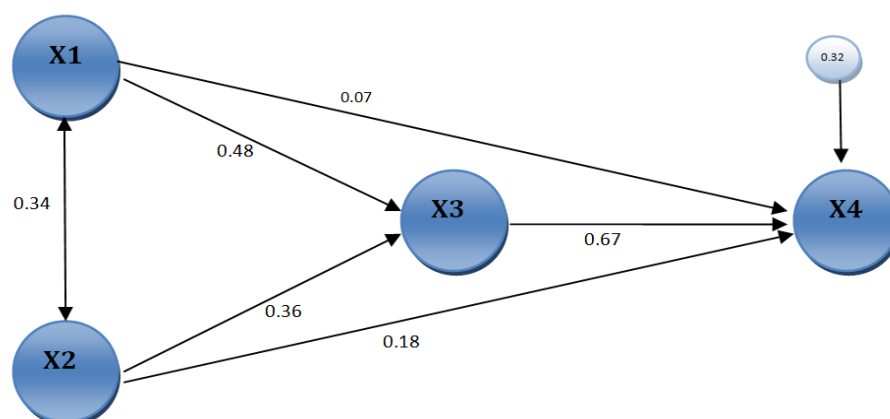


Figure 1: Constellation of path analysis

VII. DISCUSSION

Based on the findings of this study, it indicates that there is an influence between reading interests, vocabulary mastery, and critical thinking on reading comprehension in the sixth grade of elementary school students in South Jakarta. The quality of one's language skills depends on the quantity of reading interests, vocabulary mastery, and critical thinking on reading comprehension. The more someone has the vocabulary, the more he has in language skill. This means that mastering one's vocabulary determines the quality of the person's language. Without having adequate vocabulary mastery, it is very difficult for the person to have good interactions. Reading interest and vocabulary mastery can be divided into receptive and productive, that is the ability to understand and use vocabulary. When reading and listening activities, comprehension skills are needed, while writing and speaking activities require the ability to use vocabulary. The ability to read comprehension is the ability to understand

meaning in reading through writing or reading, both in the form of main ideas, detailed ideas, and all understanding. A person's reading comprehension is said to be good if he is able to capture or understand all the contents that stated or unstated in the text. This comprehension can be achieved well if the student masters the vocabulary well. From the explanation above, it can be said that students who master the vocabulary well then their reading comprehension are also good. Based on the theories that have been outlined, it is suspected that there is a positive relationship between students' vocabulary mastery and reading comprehension. The higher someone masters vocabulary, the higher he comprehend in reading. Thus, it is clear that if someone has a lot of vocabulary or master the vocabulary and know the exact meaning of the vocabulary, he also is able to understand the contents of the reading well. The findings of this study are in line with {Mendeley Error} suggesting that there is a positive influence between reading interest and vocabulary mastery of the ability to read comprehension, then the research conducted by {Mendeley Error} suggests there is an influence between the ability to think critically on reading comprehension skills.

VIII. CONCLUSION

Based on the findings and discussion in the research, it can be concluded that there is an influence between reading interest, vocabulary mastery, and critical thinking on reading comprehension in sixth grade of elementary school students. Reading comprehension is defined as someone's ability to understand the main idea, important details, and be able to draw conclusions from the reading. Students' reading comprehension is determined by the quantity of reading. That is to say, one's reading ability is greatly influenced by the amount of time spent reading. The more time students read each day, the higher level of comprehension students has. Frequency of reading will become a habit. Students who are accustomed to read will have more knowledge and experience better than the students who rarely read. The knowledge and experience gained from reading will help students understand the content of the reading.

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