Students' Background Knowledge, Vocabulary Competence, And Motivation As Predictors Of Reading Comprehension at Grade 11 Of SMA Kartika Kendari

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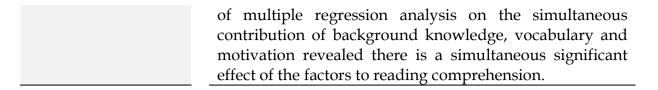**La Ino**

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ARTICLE INFO	ABSTRACT
	Reading is one of the main concerns of EFL teaching. Research shown that there are several factors contributes to reading including; background knowledge, vocabulary and motivation. Regarding the contributing factors to reading comprehension, this research set out to discover which factors partially contribute most to reading; background knowledge, vocabulary, or motivation at grade 11 of SMA Kartika XX-2 Kendari. It also evaluated the simultaneous contribution of the factors to reading comprehension grade 11 of SMA Kartika XX-2 Kendari. The objective of this study is to investigate which of the factors contributes most to reading comprehension and the simultaneous contribution of the factors to reading comprehension. This study applied quantitative study to determine the partial and simultaneous effect of the factors to reading comprehension. Using regression analysis to evaluate the contribution of the factors to reading comprehension revealed that there is a significant effect of background knowledge towards reading comprehension. It also found that there is a significant effect of vocabulary competence towards reading comprehension. While, there is no significant effect of motivation towards reading comprehension. Despite the fact that there is no significant effect of motivation towards the students' reading comprehension, the result

of multiple regression analysis on the simultaneous contribution of background knowledge, vocabulary and motivation revealed there is a simultaneous significant effect of the factors to reading comprehension.

1. INTRODUCTION

Regarding the complex elements of reader's cognitive involvement in reading, most EFL readers encounter reading as a stressful and even an intimidating activity. Level of vocabulary competence and understanding the context of language use are commonsense of contributing factors to constraints of reading comprehension.Several researches have been carried out by (Adams & Bruce, 1980; Alfaki & Siddiek, 2013; Anjomshoa & Zamanian, 2014; Fisher, 2013) to investigate the factors that considerably affect reading comprehension encompass; vocabulary, background knowledge and reading strategies. The role of background knowledge in reading comprehension is to activate the world and literary knowledge,to link what the learners already know to what they read. While, the vocabulary competence is to recognize the meaning of familiar words and apply word-learning strategies to understand what they are reading. Furthermore, the comprehension strategies are intended to actively direct the learners' reading, monitor their understanding, and troubleshoot problems when they occur.

Further research is conducted by Tompkins and Bacon (2014)to investigate the specific details ofthe underpinning concepts of reading constraints focused on thegeneral classifications of both views in terms of readers and the texts. Based on the views of a reader, reading constraints covers background knowledge, vocabulary, fluency, comprehension strategies, comprehension skills, and motivation. While, in terms of the text, reading constraints encompass the genre of the text, structure of the text and features of the text(Tompkins & Bacon, 2014, p. 1).

Preliminary research at SMA Kartika XX-2Kendari reveals that most students encounter difficulties in reading. According to one of the teachers of English, most students encounter difficulties in reading English text probably due to their poor vocabulary competence and low motivation to learn English. Therefore, the researcher assumes that students' vocabulary competence and motivation in learning English can contribute to predict the students reading competence at SMA Kartika XX-2 Kendari. In addition, concerning the theoretical underpinning of the nature of reading, which underlines the role of background knowledge towards reading comprehension, it is also assumed that background knowledge is probably predict the students' reading comprehension.

Determining the most contributing factor that predicts the reading comprehension is essential to suggest further emphasis of teaching reading particularly in the field of this study. Therefore, the topic of this study is Students' Background Knowledge, Vocabulary Competence and Motivation as Predictors of Reading Comprehension at Grade 11 of SMA Kartika XX-2 Kendari.

2. LITERATURE REVIEW
2.1. The Importance of Schemata in Reading Comprehension

This basic viewpoint, which stem from the schema theory believethat the background is a one of the contributing factors in the process of text comprehension and in the evaluation of reading comprehension. Accordingly,it is undeniable that the concept of top-down processing in reading has been considered a revolution EFL reading context, which has resulted in exploring the reading process and the possibilities of promoting reading instruction in second language and foreign language situations and that it has led to a bourgeoningresearch interest in reading as a whole. The investigation to reading process underlies the importance of background knowledge that constantly appending to understanding of the currently reading passage.

Furthermore, An (2013) analyze the theoretical underpinning of schemata, states that the fundamental principle of schema theory assumes that written text does not carry meaning by itself. They key concept of schemata is a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. This previously knowledge is called the readers' background knowledge (prior knowledge), and the previously acquired knowledge structures are called schemata. The reader's schemata are structured in a hierarchical model, with the most general at the top down to the most specific at the bottom. Based on the schema theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension requires the ability to relate the textual material to reader's previously acquired knowledge.

However, consider with the importance of background knowledge, the role of the EFL teacher in reading classroom is supposed to bring EFL learners' awareness and consciousnesstowards the importance of their prior knowledge and to activate this knowledge throughout the scaffolding of reading. EFL teachers can activate students' background knowledge in a various ways (Fisher, 2013; Smith, 2012). As an EFL instructor, part of the teacher's role in observing instruction is to determine whether students' background knowledge was activated. In other words, it's not enough to look for instructional techniques, classroom management procedures, grade-level content, and background knowledge development. Putting all of this to use requires attention to the ways in which background knowledge is activated during a lesson. To understand how background knowledge activation works, EFL teacher should take a careful concern to EFL learning pre-reading activity by providing clues stimulate the EFL learners' building connections to newly reading section.

2.2. Role of Vocabulary in Reading Comprehension

Basically vocabulary is essential to reading comprehension. The view of reading as an interaction between the reader and the text requiresenough vocabulary competence. Research on the importance of vocabulary towards the EFL learners' reading comprehension carried out by (Alharthi, 2014; Anjomshoa & Zamanian, 2014) indicatethe significant progress across grades on all of the predictor and criterion measures. The stability of the measures was also high across time, which shows the individual differences between students to remain across grades. Word

decoding exerted a substantial effect on early reading comprehension and a small effect on later sixth grade reading comprehension. The data provide empirical support for the lexical quality hypothesis as they show knowledge of word forms and word meanings (i.e. vocabulary) to predict the development of reading comprehension. Support for the simple reading view was also found in that word decoding and listening comprehension significantly predicted reading comprehension as well. As a combined structural model with word decoding, vocabulary and listening comprehension as predictors of reading comprehension at first grade. In subsequent grades, vocabulary is still predicting reading comprehension directly whereas listening comprehension shows a reciprocal relationship with vocabulary.

2.3 Motivation

Guay et al. (2010)inclined that superior student motivation is primarily focused on intrinsic motivation. This type of motivation is necessary to the promotion of enduring, intentional reading (Guay, Vallerand, & Blanchard, 2000; Sucaromana, 2013; Vallerand, 1997; Vansteenkiste, Lens, & Deci, 2006) defined intrinsic motivation "as a desire to engage in behaviors for their own inherent rewards". Intrinsic motivation is necessary for learning, and is also an identified goal of education in general (Pulfrey, Darnon, & Butera, 2013; Spinath & Steinmayr, 2008;Vallerand, 1997). An intrinsically motivated student will be enthusiastic toward reading, read more, and therefore demonstrate a tremendous level of comprehension (Schiefele, Schaffner, Moller, & Wigfield, 2012). Sources of intrinsic motivation include positive reading experiences, books regarded as pleasurable, realizing the personal importance of reading, and interest in the topic read (Becker, McElvany, & Kortenbruck, 2010). Students who are intrinsically motivated become engaged readers (Vansteenkiste et al., 2006). They view reading as valuable, and hence tend to set goals related to reading well and often, which allows a self-perception of reading capability (Noels, Clement, & Pelletier, 2001; Pulfrey et al., 2013;Vallerand, 1997).

Intrinsic motivation is strengthened by the students' active involvement in learning as well as students taking ownership of their learning (Darwish & Sadeq, 2016; Deci et al., 1991; İÇMEZ, 2009;Lasagabaster, Doiz, & Sierra, 2014). Offering choices within the reading curriculum is a valuable way to encourage intrinsic motivation to read while providing a sense of ownership over the reading that is accomplished (Becker et al., 2010). Providing choice, acknowledging feelings, and providing opportunities for self-directed learning enhances intrinsic motivation from a stronger sense of autonomy (Deci et al., 1991; Spinath & Steinmayr, 2008;Vallerand, 1997). Students must be encouraged whenever possible to choose books they will enjoy so they will view reading as an integrated facet of daily life (Vansteenkiste et al., 2006; Wigfield & Guthrie, 1997).

Extrinsically motivated students have a tendency to concentrate on the reward and recognition in reading instead of learning from texts (Deci et al., 1991; Guthrie et al., 2000;İÇMEZ, 2009). Extrinsically motivated students participate in an activity for its potential to help them earn a good grade, please a teacher, or obtain the respect of peers (Pulfrey et al., 2013; Wigfield & Guthrie, 1997). The focus is on superficial learning outcomes; therefore, these students will not actively participate

in classroom learning (Crow & Small, 2011). Student attention is diverted from the text, greatly reducing text comprehension (Guthrie et al., 2000).

The use of extrinsic motivation can be used to initially motivate students to read, which will eventually develop into intrinsic motivation to read (Guthrie & Humenick, 2004). Extrinsic motivation may assist in motivating students to learn in areas where students lack interest (Noels et al., 2001; Vallerand, 1997). It can encourage unenthusiastic readers to engage in reading to promote an ongoing interest in the activity (Fletcher, Grimley, Greenwood, & Parkhill, 2011). Under specific conditions, the internalization of the importance of reading rewards and incentives, at first, can encourage students to engage in reading (Becker et al., 2010; Pulfrey et al., 2013). Consequently, providing extrinsic motivation related to a task at hand will increase motivation.

2.4. Self Determination Theory (SDT)

Motivation is a combination of effort and desire to achieve the goal of learning the language plus favorable attitude toward learning the language (Gardner, 1985). Motivation is thought as "an inner drive, impulse, emotion, or desire that moves one to a particular action" (Brown, 2006, p. 153). Therefore, motivation plays an important role on the successful accomplishment of individual works. Further developmental viewpoints of human motivation was based on the orientation of the motivation, which views the motivation as; intrinsic motivation, extrinsic motivation, instrumental motivation and integrative motivation. However, motivation is dynamic due to the several condition of treatment. In ELT context, it might be caused by the short interference condition of learning strategies. Thus, due to possible causal relationships between the pre-defined conditions of learning, further psychological works on defining the learners' motivation is increasingly developed.

One of the most widely used and very well-known principles of understanding of human motivation was introduced by the work of Deci et al. (1991) as Self-Determination Theory (SDT). SDT classifies three types of motivation: Amotivation, extrinsic motivation, and intrinsic motivation. Extrinsic motivation is then divided into four categories: External regulation, Interjected regulation, identified regulation, and integrated regulation, while intrinsic motivation (IM) is classified into IM-knowledge, IM-accomplishment, and IM-stimulation.

3. METHODS

This study uses regression analysis to determine the contribution of predictors of students' reading comprehension. The independent variables (X1, X2, X3) are background knowledge,vocabulary knowledge and motivation while the dependent variable (Y) is the reading comprehension. Therefore, the writer intended to figure out the significant contribution of students' background knowledge, vocabulary knowledge and motivation towards their reading comprehension.

Population in this study is all students at the second graders in SMA Kartika XX-2 Kendari who take majors in IPA in academic year 2016/2017. In this case, there are four parallel classes namely XI IPA 1 until XI IPA 4. The total population consists of 129 students. The samples of the study was the grade XI IPA-3 students of SMA Kartika XX-2 Kendari in academic year 2016/2017 which consists of 32 students.

There are four types of instrument that used in this study, namely a test that consists of background knowledge test, vocabulary knowledge test, reading comprehension test and motivation for reading questionnaire.

4. FINDINGS AND DISCUSSION
4.1. Findings
4.1.1. The Contribution of Students' Background Knowledge towards Their Reading Comprehension

The effect of students' background knowledge towards their reading comprehension was analyzed to determine the partial contribution of background knowledge towards the students' reading comprehension as exposed by several underlying theories of schemata in reading and related research, which has discovered the background knowledge contributes to reading comprehension.

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	68,359	16,142		4,235	,000
	Background Knowledge	-,217	,090	-,382	-2,401	**,023**

Table above shown that there is a significant effect of background knowledge towards their reading comprehension at grade 11 of SMA XX-2 Kartika Kendari. It is indicated by the Sig. value (0.023), which is lower than 0.05. It means that the students' reading comprehension is affected by their background knowledge.

In addition, based on the result of t-test analysis, it shown that t = (-2.401), converted to absolute value (2,401) is higher than t-table (2.048). It also means that there is a significant effect of background knowledge towards the students' reading comprehension.

4.1.2. The Contribution of Students' Vocabulary Competence towards Their Reading Comprehension

The effect of students' vocabulary competence towards their reading comprehension was analyzed to determine the partial contribution of vocabulary competence towards the students' reading comprehension as exposed by several underlying theories of several factors contributes to reading comprehension and related research, which has discovered the vocabulary competence contributes to their reading comprehension.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	68,359	16,142		4,235	,000
	Vocabulary Competence	,195	,075	,408	2,580	**,015**

Table above shown that there is a significant effect of vocabulary competence towards the reading comprehension at grade 11 of SMA XX-2KartikaKendari. It is indicated by the Sig. value (0.015), which is lower than 0.05. It means that the students' reading comprehension is affected by their vocabulary competence.

In addition, based on the result of t-test analysis, it shown that t = (-2.580), converted to absolute value (2,580) is higher than t-table (2.048). It also means that there is a significant effect of vocabulary competence towards the students' reading comprehension.

4.1.3. The Contribution of Students' Motivation towards Their Reading Comprehension

The effect of students' motivation towards their reading comprehension was analyzed to determine the partial contribution of motivation towards the students' reading comprehension as exposed by several underlying theories of several factors contributes to reading comprehension and related research, which has discovered the students' motivation contributes to their reading comprehension.

The requirement of carrying out the regression analysis towards the students' motivation is converting the ordinal data of students' responses to be interval data. In this case, the researcher used Method of Successive Interval (MSI) built-in with the Ms. Excel Macros 97.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	68,359	16,142		4,235	,000
	Motivation	-,069	,297	-,037	-,233	**,817**

Table above shown that there is no significant effect of students' motivation towards the reading comprehension at grade 11 of SMA XX-2Kartika Kendari. It is indicated by the Sig. value (0.817), which is higher than 0.05. It means that the students' reading comprehension is not significantly affected by their motivation in learning reading.

In addition, based on the result of t-test analysis, it shown that t = (-0.233), converted to absolute value (0,233) is lower than t-table (2.048). It also means that there is no significant effect of students' motivation towards the students' reading comprehension.

4.1.4. Simultaneous Contribution of Background Knowledge, Vocabulary and Motivation towards Reading Comprehension

All the contributing factors to reading comprehension, which covers: background knowledge, vocabulary competence and motivation are analyzed simultaneously to determine the simultaneous contribution of the factors to reading comprehension.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,549a	,301	,226	8,52135

Based on the result of R Square analysis of the simultaneous effects of the variables, it shown that R Square = 0.301. It means that all the independent variables; students' background knowledge, vocabulary competence, and students' motivation contribute around 30.1% towards the students' reading comprehension.

4.2. Discussion

Reading is a cognitive process of activating background knowledge, connecting to the current of reading and producing the new understanding of the authors one of the language skills, which of reader's cognitive involvement in reading, most EFL readers encounter reading as a stressful and even an intimidating activity. Level of vocabulary competence and understanding the context of language use are commonsense of contributing factors to constraints of reading comprehension. Several researches have been carried out by (Adams & Bruce, 1980; Alfaki & Siddiek, 2013; Anjomshoa & Zamanian, 2014; Fisher, 2013) to investigate the factors that considerably affect reading comprehension encompass; vocabulary, background knowledge and reading strategies. The role of background knowledge in reading comprehension is to activate the world and literary knowledge, to link what the learners already know to what they read. While, the vocabulary competence is to recognize the meaning of familiar words and apply word-learning strategies to understand what they are reading. Furthermore, the comprehension strategies are intended to actively direct the learners' reading, monitor their understanding, and troubleshoot problems when they occur.

Another similar study is carried out by Elwér (2014) extrapolates the early predictors of reading comprehension covers; print knowledge, phonological awareness, rapid automatized naming, vocabulary, verbal memory, grammar, and causal predictors. In addition, Grasparil and Hernandez (2015) investigate predictors of Latino English learners' reading comprehension proficiency found that cognitive overload resulting from lack of oral language proficiency, automatic decoding skills, and academic vocabulary competence. Both of the results of the research emphasize the terms of predictors of reading comprehension based on the views on readers' language competence.

Concerning the results of the above researches, further EFL teaching, particularly in reading stresses the importance of enhancing vocabulary, the optimal use of background knowledge and the appropriate selection of the strategy of scaffolding reading. Focusing on the three aspects of contributing factors to reading comprehension, EFL learning apparently applicable for a certain level of students, particularly to adult learners with rich experience of language use and have enough language exposure. However, beginner or even adult EFL learners with low vocabulary competence and limited language exposure still encounter difficulties to learn reading based on the three factors contribute to reading comprehension. Therefore, the factors may predict the EFL reading comprehension could be varied based on the learners' competence level and experience towards the language use in context of communication.

Further research is conducted by Tompkins and Bacon (2014) to investigate the specific details of the underpinning concepts of reading constraints focused on the general classifications of both views in terms of readers and the texts. Based on the views of a reader, reading constraints covers background knowledge, vocabulary, fluency, comprehension strategies, comprehension skills, and motivation. While, in terms of the text, reading constraints encompass the genre of the text, structure of the text and features of the text (Tompkins & Bacon, 2014, p. 1).

Based on the above research, in terms of EFL learners, it is explicitly revealed that predictors of reading comprehension might be outlined based on three main concerns; the EFL learners' language competence, the text of the target language, and teachers' competence to provide scaffolding throughout the process of reading. These three dimensions of predictor of reading comprehension are considerably related each other to form a mutual apprehension in reading comprehension.

Despite the fact that predictors of reading comprehension have been studied in terms of multidimensional research perspective, regarding the variation of EFL learners' characteristics that meticulously related to the way of grasping the meaning of a reading text, the predictors of reading comprehension may reveal a variation. Regarding the possible variation of predictors of reading comprehension, further study to investigate which predictor that contribute most to reading comprehension is required.

Of the 3 independent variables; students' background knowledge, vocabulary competence, motivation, both background knowledge and vocabulary competence have significant effects towards reading comprehension. While, motivation did not partially have a significant effect towards the students' reading comprehension.

Referring the model of R Square of the variables, it was found that all the independent variables simultaneously contribute 30.1% towards the students' reading comprehension. In this case, even though motivation does not show any significant effect towards the students' reading comprehension, but the integration of students' motivation with the process of activating background knowledge and in the teaching of vocabulary competence can significantly improve the students reading comprehension.

5. CONCLUSION AND RECOMMENDATIONS
5.1. Conclusion

Based on the discussion of the findings of this study that covers the factors that contribute to students' reading comprehension, the results of inferential statistics analysis analysis can be concluded as follows:

1. There is a significant contribution of background knowledge towards the students' reading comprehension at Grade 11 of SMA Kartika XX-2 Kendari. It is indicated by the result of inferential analysis towards the partial contribution of background knowledge towards reading comprehension that shown the value of (Sig.=0.023) was lower than 0.05.

2. There is a significant contribution of vocabulary comemptence towards the students' reading comprehension at Grade 11 of SMA Kartika XX-2 Kendari. It is indicated by the result of inferential analysis towards the partial contribution of

vocabulary competence towards reading comprehension that shown the value of (Sig.=0.015) was lower than 0.05.

3. There is no significant contribution of students' motivation towards the students' reading comprehension at Grade 11 of SMA Kartika XX-2 Kendari. It is indicated by the result of inferential analysis towards the partial contribution of motivation towards the students' reading comprehension that shown the value of (Sig.=0.817) was higher than 0.05.

4. There is a significant simultaneous contribution of background knowledge, vocabulary competence and students' motivation towards the students' reading comprehension at Grade 11 of SMA Kartika XX-2 Kendari. It is indicated by the result of inferential statistics analysis towards the simultaneous contribution of background knowledge, vocabulary competence and motivation towards reading comprehension that shown the value of (F Sig.=0.039) was lower than 0.05.

5. The most significant predictor of students' reading comprehension at grade 11 of SMA Kartika XX-2 Kendari is vocabulary. It is indicated by the result of partial analysis of contribution that shown the higher t-test value of 2.580, while background knowledge only -2.401, and the motivation shown -0,233.

5.2. Recommendations

Consider with the important parts of the results of this study, and the conclusion of this study, the researcher formulates several recommendations for future research as follows:

1. The researcher recommends the ELT practitioners particularly in language learning of EFL reading, to be more focused on the improvement of vocabulary concerning the significant contribution towards the reading comprehension.

2. Due to the limited range of sample of this study, the further research need to be done in terms developing EFL reading competence require which might be developed to cover more range of sample or population.

3. In addition, further researcher may involve motivation as intervening variable and involve more related variables that considerably relevant to give contribution as a predictors of students' reading comprehension.

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