Factors Affecting the English Reading Literacy of Junior High School Students

Ika Sulis Setianingsih
Poltekkes Bhakti Setya Indonesia
e-mail: sulis.setiabudi@gmail.com

Abstract:
This study aims at finding out how: (1) amount of input, (2) amount of vocabulary, (3) learner's motivation, (4) amount of input, amount of vocabulary, and learner's motivation affect the English reading literacy; (5) amount of input affects amount of vocabulary, (6) amount of vocabulary affects learner's motivation, and (7) amount of input affects learner's motivation. This study was an ex-post facto. The population comprised year VII students of SMP's in Bantul District in the second semester of the academic year of 2013/2014. A sample of 384 students was established using the proportional sampling technique. The data were collected through a close-ended questionnaire and test. The close-ended questionnaire was used to collect the data related to students' learning input and motivation. The test was used to find out the students' knowledge on vocabulary and reading comprehension. The data were analyzed by employing the linear regression analysis for the linear variables, continued by the multiple regression analysis for the whole variables, and then followed by partial correlation. The findings showed that there is a significant effect of: (1) amount of input; (2) amount of vocabulary; (3) amount of inputs, the learner's motivation, and amount of vocabulary; (4) amount of inputs and learner's motivation; (5) learner's motivation and amount of vocabulary; and (6) amount of inputs and amount of vocabulary on the English reading literacy of SMP students in Bantul District. Meanwhile, there is no significant effect of learner's motivation on the English reading literacy of SMP students in Bantul District.
Keywords: the amount of inputs, the amount of vocabulary, learner's motivation, English reading literacy

1. Introduction

A person who is considered as "literate" is not only defined as someone who is able to read a series of letters that formed into sentences, but also someone who is able to use the knowledge gained from the text they have read. According ACARA (Thomson, 2012, p.7), literacy engages learners in listening to, reading, viewing, speaking, writing and creating oral, print, visual, and digital texts, and employing and modifying language for different purposes in some contexts.

One of the literacy activity which helps someone to communicate is reading. Dafna (2012, p.1) proposed that reading is important, because (1) children and teenagers who likes reading have better IQs than those who are not; (2) it helps them in learning new words; (3) it helps mental development; (4) it stimulates eye muscles.

Thomson (2012, p.7) emphasizes that students can participate in the society and achieve life goals by means of reading. This may mean that students can make use of their knowledge from reading to participate in the society. Reading can also be a kind of tool for a student to provide himself to participate in the society. Therefore, students should be able to engage, comprehend, interpret, use, and reflect the texts to communicate with each other and to take part in the society.

Meanwhile, Tankersley (2003, p.1) states that students, who are also effective readers, must be able to meet several conditions in order to use a text to communicate in the society, such as (1) having good decoding skills; (2) having sufficient vocabulary which is in line with learner's age; (3) possessing strong fluency skills; (4) understanding what is being read as well as remembering what they have read; (5) having abilities to summarize, discuss, and demonstrating comprehension of materials they have read; and (6) analyzing, evaluating, as well as synthesizing the materials and interpreting it based on their own versions. However, since learners are varied, there are several conditions which cannot be met resulting in the varied reading literacy mastery in a particular country; i.e. Indonesia.

Based on the result of PISA (OECD, 2010, p.10), Indonesian learners' reading literacy scored 402 and ranked 57 of 65. In PISA, there were several aspects to be measured in reading literacy, namely learners' ability to access and retrieve texts, integrate and interpret texts, and reflect and evaluate texts. Indonesian learners scored best in the ability to reflect and evaluate texts, which scored 409, followed by the ability to access and retrieve texts, which scored 399, and finally the ability to integrate and interpret texts which scored 397.

This made Indonesian learners' reading literacy be in the threshold level between level 1a and level 2, which is not a good sign for reading literacy skills. Those scores signified that Indonesian learners' reading literacy skills were still very low compared to other participating countries in the program.

The most shocking fact was found in the result of PISA 2012 (OECD, 2013, pp.190-196). In the presented PISA data of reading literacy, Indonesian 15-year-old students' reading literacy score dropped 6 points from the 2009 score, and ranked 60

out of 65 participating countries. However, the more surprising matter was the achievements of the students in each reading literacy level.

Indonesian 15-year-old students were found to be able to access information on below level 1b, level 1a, level 1a, level 2, level 3, and cautiously on level 4. There were still two levels above level 4 which the students cannot answer any of the questions related to the text. The score decrease showed that Indonesian students, particularly the 15-year-old students are still lacking in reading literacy.

Supporting the results of PISA, the result of the national examination of the year 2012 in Yogyakarta Province also showed similar one. A province result computed by Puspendik (2012) showed that the English subject mean score was the lowest of all four subjects in the national examination (including *Bahasa Indonesia,* Mathematics, and Science); i.e. 5.71 with Standard Deviation 1.71; the highest score for English is 10.00 and the lowest score for this subject was 1.20. This score was classified as 'fair' or a C in conversion. Although signifying a sufficiency, this did not mean that the scores were in a good score average since the lowest score for the English subject can be considered as a very low one.

Meanwhile, the result of the national exam in Bantul district showed somewhat similar to the province result. In Bantul, the mean score for the English subject was 5.78, the highest score was 10.00, and the lowest score was 1.60, whereas the Standard Deviation was 1.64. This score was also classified as 'fair' or a C in conversion. This score was regarded as a low one since there were still many of the students achieve scores which was included in the conversion range as a 'D' score.

In relation to the upcoming curriculum, i.e. Curriculum 2013, Bantul is one of the districts which apply the curriculum in all SMP in 2014. In Bantul, the curriculum is applied in all SMPs, MTs, and SMPTs in Grade 7 and Grade 8. Regarding the application of the curriculum, higher literacy ability is required in the learning process, especially the reading literacy.

As the higher order thinking skills (that is, skills that are conveyed in the Cognitive 4 to Cognitive 6 of the Bloom's taxonomy) is applied in accessing texts as well as in the learning process, students are required to master higher reading literacy skills. Unfortunately, with the current reading literacy mastery of SMP students, it is almost impossible for them to access texts and information within the Curriculum 2013. Regarding the problems, there must be factors affecting them.

The first factor which may be the cause of low reading literacy level of SMP students in Bantul District in general is the lack of input provided by the teacher through comprehensible texts for students. Input (especially the comprehensible ones) itself can be defined as any kind of input which are comprehensible which helps learner the most to acquire a new language which is beyond their current level or proficiency or competence (Krashen, 1981, p.103; Richards and Schmidt, 2002, p.99; Verspoor, Lowie, & De Bot, 2009, p.62).

In order to create more meaningful learning, input plays an important role. This is supported by Krashen (1982, p.4) dan Piske & Young-Scholten (2009, p.14) who

argue that inputs which help language acquisition must be comprehensible because it aimed at supporting communication and is gained from the communication activities as well. Krashen adds that inputs were given through various activities, such as modified caretaker speech and foreigner talk in the process of learning reading which is given in various texts.

In line with this, in SMP, in Curriculum 2013, there are some kinds of texts which are used as the input for language learning, namely the short functional texts and essays (*Permendiknas Nomor 68 Tahun 2013, Kemdikbud*, 2013). The short functional texts include labels, list of goods, instructions, notice/announcements, warnings/cautions, greeting cards, advertisements, and songs. The essays include the descriptive text, the recount text, and the factual report text. Among these texts, not all are comprehensible for the students and really help in the language learning.

For that reason, in order for the input in language learning to be able to create more meaningful learning, Renandya (2013, p.2) proposes some conditions for the input to be comprehensible and meaningful for the students, namely (1) the input has to be comprehensible; (2) the amount of it must be abundant; (3) learners have to face it frequently, not only in one-time showing; (4) it has to have language features that are beyond the learners' current level; (5) it has to be able to engage learner's attention; and (6) "it has to be meaningful and interesting".

This is confirmed by Krashen's opinion (2004, p.136), that language acquisition occurs with the help of input, not output, and this happens through understanding, not the production of speech and text. Krashen (2004, p.17) adds the importance of reading, that the number of inputs given and obtained in reading activities can help students build better literacy, particularly the reading literacy. As input is important for language acquisition and learning, then it is assumed as a factor that plays a great role to the reading literacy of SMP students in Bantul District.

The second possible factor is the lack of exposure to English. Learners in Bantul district live mostly in the villages, valleys, and coastal areas which could not provide any exposure of English as the access to it is very limited. There is no real use of English in the mentioned areas as there is no specific language learning society in learners' area. The access to English is only there in the instruction at school and sometimes in the extracurricular program in which not all learners attend it unless they are obliged to.

The third factor, which possibly affects the English reading literacy of SMP students in Bantul district, is the amount of vocabulary, which is already mastered by the students to be used to access texts. Reading a lot helps learners reach words coverage quickly. There are several notions that show how much coverage someone needs to understand a text.

Waring and Nation (2004, p.98) state that to be able to understand a text someone must have at least 90-95 % of the whole words in the text, or even 98% of the whole words in the text. This is quite surprising because not many people could reach such coverage for the text they read, especially when someone do not read extensively. Reaching adequate coverage will only be able after reading extensively. When

someone reads intensively s/he will reach more words coverage only less than those who read extensively. Such condition did not exist in students who live in the remote areas, coastal areas, where English is not exposed to them adequately.

The fourth factor which is believed to be accused for the low level English literacy for SMP students in Bantul is the lack of grammar mastery. Grammar, according to Krashen (1981, p.52), helps learners to nurture their 'monitor' to access or produce a better language system in their mind. It can be said through looking at the learning mastery in the same report issued by Puspendik (2012). In the report, it is said that learners do the worst in arranging sentences to form a complete and meaningful paragraph. Not knowing the proper sentence construction can be accused for the worst result stated in the report.

The fifth possible factor is the lack of motivation in learning English. Brown (2000, p.160) states that successful language learning relies on how well a student is 'motivated'. Moreover, Dörnyei (2005, p.65) adds that motivation helps learners cope with "long and tedious learning process" and provide learners help to achieve the long term goals in every learning process. Motivation in learners can be internal and external depending on how good learners will put their commitment in learning and how fast they would want to achieve their goals. In the teaching field, it is difficult to measure whether learners are motivated by just looking at their faces when they are learning in the class since motivation deals with learners' psychological factors.

The sixth possible factor is the first language interference. It is normal for language learners to make mistakes in learning, especially when they are learning the second or foreign language. Whereas, when mistakes become errors, there must be something wrong in the learning process. Brown (2000, p.224) states that language interference, or the interlingual transfer plays an important role in contributing to learners' errors in performing the second or foreign language. This, of course will contribute to learners' confusion in learning their second or foreign language.

The seventh possible factor is the socioeconomic factor in the students' family. Based on a study by Geske and Ozola (2008, p.72) who investigated the factors underlying the low level of students' reading literacy by analyzing the result of the 2001 PIRLS, the socioeconomic factor in the students' family is the strongest factor affecting the English reading literacy of the primary school students. The socioeconomic factors could be as follows: the number of people in a family, parents' education, financial position, and attitude towards education (which is characterized by the number of books and encyclopedias at home).

Some researchers have studied about the factors affecting reading. Mubashir et al. (2015) state that different factors like poor command of vocabulary, habit of cramming, no interest to learn creativity in reading but the sole goal is just to pass the examination which are found responsible for poor English reading comprehension. Motivation to learn reading can develop reading comprehension skill of students. Gilakjani & Sabour (2016) indicate that appropriate reading strategies play a vital role in improving EFL learners' reading comprehension skill.

Meanwhile, Staden (2014) claims that motivation for reading among learners from an earlyage, specifically through parental involvement in introducing early literacy activities as foundation of reading literacy by school-going age.

The higher the students' parents' education is, the better the students' reading literacy level will be. This notion applies to the level of support given for the children on reading various texts. When the parents have better education level, they will also have a better job. This means the students who have parents with good education levels must have better chances to read various texts. The most surprising fact found in the study was the full time worker mothers who gave more attention to their children regarding the support to read many kinds of texts. The last thing is the financial position of the students' parents affect greatly on students' reading support which significantly affects their reading literacy. It is not known how this factor could significantly affect the students' reading literacy in this study.

Based on the explanation above, the problems can be delimited as follows: (1) Comprehensible input is a must in language learning. This factor should be investigated whether it has a significant effect to the reading literacy of SMP students in Bantul district; (2) SMP students in Bantul district do not have sufficient amount of vocabulary needed to access more texts. This factor should be investigated as adequate amount of vocabulary is needed to access more texts in the new curriculum context. It is not known how students' vocabulary mastery have a significant effect on the English reading literacy; and (3) How learner's motivation could have a significant effect on and have a contribution to English reading literacy in SMP students in Bantul district.

Based on the explanation above, the problems can be formulated as follows: (1) How significantly does the amount of input affect and contribute to the English reading literacy of SMP students in Bantul district?; (2) How significantly does the amount of vocabulary affect and contribute to the English reading literacy of SMP students in Bantul district?; (3) How significantly does learner's motivation affect and contribute to the English reading literacy of SMP students in Bantul district?; (4) How significantly do the amount of input, the amount of vocabulary, and learner's motivation affect and contribute to the English reading literacy of SMP students in Bantul district?; (5) How significantly does the amount of input affect and contribute to the amount of vocabulary of SMP students in Bantul district?; (6) How significantly does the amount of vocabulary affect and contribute to the learning motivation of SMP students in Bantul district?; and (7) How significantly does the amount of input affect and contribute to the learner's motivation of SMP students in Bantul district?

Based on the formulated problems above, the objectives of this study are as follow: (1) to find out how the amount of input affects the English reading literacy of SMP students in Bantul district; (2) to find out how the amount of vocabulary affects the English reading literacy of SMP students in Bantul district; (3) to find out how learner's motivation affects the English reading literacy of SMP students in Bantul district; (4) to find out how the amount of input, the amount of vocabulary, and learner's motivation affect the English reading literacy of SMP students in Bantul

district; (5) to find out how the amount of input affects the amount of vocabulary of SMP students in Bantul district; (6) to find out how the amount of vocabulary affects the learner's motivation of SMP students in Bantul district; and (7) to find out how the amount of input affects the learner's motivation of SMP students in Bantul district.

2. Research Methodology

2.1 Type of the Research

This study employs the quantitative approach and was an ex-post facto design, in which there is no treatments given in the model. The design of the research can be summarized as follows.
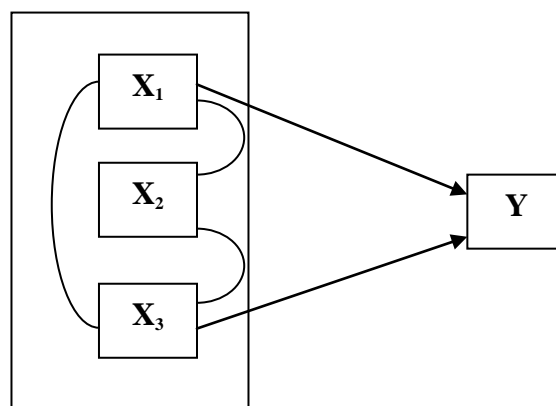

Figure 1
Research Design

2.2 Research Setting

The study was done in 10 junior high schools (SMP) in Bantul District, in 5 public and private schools. The data were collected in two weeks, namely from May 12 until May 24, 2014.

2.3 Population/Sample of the Research

The population for the research is all the students of Grade VII in Bantul District. There are 88 schools in total, which are grouped into two groups, namely the private school and the public school. There are 47 public schools and 41 private schools and 7-lesson study home bases. The population is 9166, 4620 of them are the male students and 4546 others are the female students.

The sampling technique used in this study was the proportional sampling technique in which firstly the proportion of male and female SMP students in Bantul Disctrict was calculated, then, the number of sample was calculated by employing the formula proposed by Tuckman (1972, p.205) as follows.

$$N = \left(\frac{z}{e}\right)^2 (p)(1-p)$$

After the number of sample was calculated, a 384 sample students was established. After calculating the sample number, a careful random sampling on the samples was done. The samples were established by selecting two groups of school types; i.e. public and private schools. The selection was based on the result of the 2013 National Examination. The sample schools were then chosen by dividing the groups with several conditions, namely by English teachers Lesson Study Homebase, the school types and by the English National Exam average scores of the schools which were broken down into three categories representing the results: high, medium, and low. The following is the list of the samples in the study.

Table 1. Population and Sample of the Research

No.	Lesson Study Home base	School List	Sample Classes	Number of Students
1.	Home base 1	SMP Nasional Bantul	2	20
2.	Home base 2	SMP 2 Sedayu	2	50
3.	Home base 3	SMP 2 Pandak	2	50
4.		SMP Muhammadiyah Sanden	2	35
5.	Home base 4 dan 5	SMP 1 Jetis	1	30
6.		SMP Muhammadiyah 1 Bambanglipuro	2	48
7.	Home base 6	SMP 3 Imogiri	2	30
8.		SMP Maarif Imogiri	1	12
9.	Home base 7	SMP 2 Banguntapan	2	56
10.		SMP Muhammadiyah Banguntapan	2	53
		Total number of sample		**384**

2.4 Procedure

The research approach applied in this study is a quantitative approach which do not give any treatments on the variables related to it. The type of the research is the ex-post facto in which researchers only investigate documents regarding what is being investigated and not give any treatment on the variables. Data were collected from close-ended questionnaire and test. The test items were not developed but adopted and adapted from other items on similar research.

2.5 Data, Instruments, and Data Collection Technique

Data related to the amount of comprehensible input provided for the learners (X1) and the learner's motivation for reading English texts (X2) were collected through

questionnaires. Meanwhile, data related to the vocabulary mastery (X3) and reading literacy (Y) were collected through tests.

The technique that was used to collect data was the questionnaire to measure the relationship between comprehensible input and learner's motivation to read English texts; whereas, for measuring the vocabulary mastery and the reading literacy mastery in and out of the context in reading, two tests were conducted. The questions in the questionnaire were questions related to the comprehensible inputs given to the learners and the learner's motivation affecting the willingness to learn English texts.

In terms of the tests, there were two kinds of test, namely the vocabulary-in-context questions and the reading literacy mastery test. In vocabulary-in-context questions, students were asked to answer vocabulary questions related to the text given. In the reading literacy test items, students were asked to answer reading comprehension questions in various kinds of texts; including texts with their contexts and related clues. Those items were adapted and adopted from PISA reading literacy test items.

2.6 Data Analysis Technique

In the words of Seliger and Shohamy (1989, p.201), data analysis refers to sifting, organizing, summarizing, and synthesizing the data. From this type of research, there were kinds of data that were obtained, i.e. the quantitative data. The quantitative data were analyzed using the descriptive statistics analysis, linear regression analysis, multiple regression analysis, and the partial correlation analysis.

2.6.1 Test for Analysis Prerequisites

There were five steps of tests for analysis prerequisites employed in this study, namely the normality test, the linearity test, the multicolinearity test, the heteroscedasticity test, and the auto correlation test.

2.6.2 Descriptive Analysis

The data obtained from the questionnaire and the tests are in the form of descriptive statistics. There, a four scale of Likert scales is used to collect the students' opinion through the questionnaire. The students chose the following options in the questionnaire:

Table 2. Scaling and Scoring for the Questionnaire Items

Positively phrased items	Scale	Negatively phrased items
Strongly agree	4	Strongly disagree
Agree	3	Disagree
Disagree	2	Agree
Strongly disagree	1	Strongly disagree

The score for positively phrased and negatively phrased items in the questionnaire are different because those statements are reversing to each other, hence, the scores are reversed, too. The scores for the items aimed at the same target are summed up and then averaged involving the calculation of a mean score for each set of data (Dörnyei, 2003, p.37). To analyze the data, the descriptive statistics data are

presented, namely of the following: maximum and minimum score, mean, standard deviation, mode, and median.

2.6.3 Multiple Regression

The multiple regression analysis is used to investigate the effect of an independent variable to a dependent variable. In order to predict the dependent variable (Y) based on its predictors (X1, X2, X3), a regression line can be drawn. In order to achieve the regression equation, an ANOVA (F testing) is done. The level of significance used for the study is $p < 0.05$. If the score is close to that significance level, the effect of the three variables toward the dependent variable is significant.

2.6.4 Partial Correlation

After finishing the multiple regression analysis, a partial correlation test was done to check whether an independent variable correlates to the dependent variable and then to the other independent variables are permanent. In this study, there were three independent variables, namely the input for language learning (X1), the learner's motivation (X2), and the vocabulary mastery (X3). The dependent variable is the English reading literacy (Y).

3. Findings and Discussion

3.1 Findings

The descriptive analysis in this study explains the descriptive statistics part of the study, namely explaining the number of the participants in the study, the mean, and the standard deviation of the data. Those were the data which are needed for the main description of the whole data, whereas, other data such as the range, minimum, maximum, and the variance explain other things in the study.

To begin with, the minimum score for the first variable (the input) was 61 and the maximum score was 124; this shows that the range, i.e. the distance between the minimum and the maximum score, for the first variable was 63. The mean value was 93.99219. According to the descriptive analysis, the variance for the first variable was 103.616 and the standard deviation value was 10.179201.

The minimum score for the second variable (the motivation) was 47 and the maximum score for this variable was 85 which resulted in the range value, i.e. 38. The distance between the minimum and the maximum score of these variables was the shortest of all. The mean value for this variable was 69.8568. The second variable held smaller variance, i.e. 33.804 and the standard deviation value was 5.81416.

The next variable was the vocabulary mastery variable which has a minimum score of 23 and the maximum score of 88. The distance between the two scores was regarded as a bit far because of the almost extreme minimum and maximum scores. The range for this was 65 which is regarded as the furthest score distance of all. The mean value for the third variable was 53.9401. The third variable held greater variance from the two mentioned earlier, i.e. 121.456 and the standard deviation value was 11.02070.

The last variable to be described in the first description of the descriptive analysis was the reading literacy which has 25 as its minimum score and 88 as its maximum score. The score distance for the reading literacy was 63. The mean value for the dependent variable was 42.5234. The variance value 183.315 and the standard deviation value of 13.53940.

There were five prerequisite tests which were done before undergoing the linear and multiple regression analysis. The tests were the normality test, the linearity test, the multicollinearity test, the heteroscedasticity test, and the auto correlation test. The first to be discussed is the normality test.

Based on the result, the Kolmogorov-Smirnov Z score for the unstandardized residuals of all the four variables was 1.222 and the level of significance was 0.101. Based on the criteria decided in the previous chapter, the error in the data needed for the regression analysis should be normally distributed and the level of significance for the data should exceed the 5% significance. In the normality test result, the errors in the data were normally distributed as the level significance for all the variables normality computed was 0.101, which exceeded 0.05.

According to the data shown in the ANOVA result of the regression analysis, the F value for all the variables were 16.855 and the level of significance was 0.000. Based on the criteria decided earlier, the variables were linear and were ready for a further linear or multiple regression analysis.

Based on the information gained through the multicollinearity test, all the VIF value of the variables were less than 10. The VIF value for the first variable was 1.120, while that for the second variable, the VIF value was 1.112, and that for the third variable the VIF value was 1.030. In sum, as all the VIF values of the variables were less than 10, the multicollinearity among the independent variables did not happen, or, in other words, there were no co-variables in this regression model.

Based on the result, the significance levels for all variables are more than 0.05 (p > 0.05) which meant that there were no heteroscedasticity detected in the data. The independent variables were computed along with the studentized residual gained from the linear regression analysis. As seen in the result table, all the Spearman's rho coefficients were negative with the significance level exceeding the 0.05 significance level.

The Durbin-Watson value was 1.498. It meant that there is no auto correlation happening in this regression model. Therefore, the analysis can be continued to the hypotheses-testing analysis.

The hypotheses testing results is described as follows.

Hypothesis 1: There is a significant effect of the amount of input available for language learning toward the reading literacy mastery of Grade VII students of SMP in Bantul District. The significance level gained from the linear regression analysis between the first variable; i.e. the amount of input available for language learning and the dependent variable, i.e. the reading literacy was less than 0.05, which meant

that the H_0 was rejected. It signified that this variable has an effect on the reading literacy. The result is summarized in the following table.

Table 3. The Result of Linear Regression Analysis of the Input Predicting the Reading Literacy

Model	R	R Square	Adjuste d R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
					R Square Change	F Change	df1	df2		
1	.116 a	.013	.011	13.46	.013	5.166	1	382	.02	1.32

Based on the table, the F value of the linear regression model was 5.166 with significance level of 0.024 (p < 0.05). The computation result can then be used to say that the first variable, i.e. the amount of input available for language learning significantly effects the reading literacy mastery. According to the linear regression analysis by employing the SPSS Version 17 for Windows, it was found that the value of coefficient of determination (the Adjusted R Square) was 0.011 or 1.1%. It meant that the first variable, the amount of input available for language learning could predict the reading literacy as much as 1.1%. In other words, the reading literacy of SMP students in Bantul could be explained by the first variable by 1.1%, while the rest, 100% - 1.1% = 98.9% could be explained by other variables which were not investigated in this study.

Hypothesis 2: There is a significant effect of the learner's motivation for reading English text toward the reading literacy mastery of Grade VII students of SMP in Bantul District. The significance level gained from the linear regression analysis between the second variable; i.e. the amount of input available for language learning and the dependent variable, i.e. the reading literacy was more than 0.05, which meant that the H_0 was accepted and Ha was rejected. The result is summarized in the following table.

Table 4. The Result of Linear Regression Analysis of the Motivation Predicting the Reading Literacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change	Durbin-Watson
					R Square Change	F Change	df1	df2		
1	.072 a	.005	.003	13.52	.005	1.985	1	38 2	.160	1.33

a. Predictors: (Constant), Motivation

b. Dependent Variable: Reading_Literacy

Based on the result, the F value was small, i.e. 1.985 with a significance level 0.160 exceeding the 0.05 significance level (p > 0.05). This result meant that the regression analysis result was not accepted, or, in other words, the posited hypothesis was rejected. It could be said that the second variable, i.e. the motivation

for reading English texts did not have a significant effect on the reading literacy mastery as the second variable could predict the dependent variable only as much as 0.3%, while 99.7% of the data could be explained by another variable which was not investigated in the study.

The reason why the second hypothesis was rejected was based on many factors. First, at the time when the sample students did both the questionnaire and tests items, they did not do the items very well. Most of them kept being noisy in the classroom and some others answer the questions not based on what they knew or what they did not know, but merely to fulfill the blank spaces on their answer sheets. It could be seen from how fast they did the items in the very limited time. Second, the time provided for the data collection which was given from the school was very limited yet too short that students could not manage to do the items well which resulted in bad scores.

Hypothesis 3: There is a significant effect of the vocabulary mastery toward the reading literacy mastery of Grade VII students of SMP in Bantul District. The significance level gained from the linear regression analysis between the third variable; i.e. the vocabulary mastery and the dependent variable, i.e. the reading literacy was less than 0.05, which meant that this variable has an effect on the reading literacy. The result is summarized in the table below.

Table 5. The Result of Linear Regression Analysis of the Vocabulary Mastery Predicting the Reading Literacy

					Change Statistics					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.336a	.113	.111	12.76	.113	48.660	1	382	.000	1.51

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Reading Literacy

Based on the result, the F value of the linear regression model was 48.660 with the significance level of 0.000 (p < 0.05). Those can then be used to say that the third variable, i.e. vocabulary significantly affects the reading literacy mastery. According to the linear regression analysis it was found that the value of coefficient of determination (the Adjusted R Square) was 0.111 or 11.1%. It meant that the third variable could predict the reading literacy as much as 11.1%. In other words, the reading literacy of SMP students in Bantul could be explained by the third variable by 11.1%, while the rest, 100% - 11.1% = 88.9% could be explained by other variables which were not investigated in this study.

Hypothesis 4: There is a significant effect of the amount of input available for language learning, the vocabulary mastery, and learner's motivation for reading English text toward the reading literacy mastery of Grade VII students of SMP in Bantul District. The significance level gained from the linear regression analysis between the three variables; i.e. the amount of input available for the language

learning, the motivation, the vocabulary mastery with the dependent variable, i.e. the reading literacy was less than 0.05, therefore, all the three variables have an effect on the reading literacy. The result is summarized in the table below.

Table 6. The Result of Multiple Regression Analysis of the Input, Motivation, and Vocabulary Mastery Predicting the Reading Literacy

				Std. Error	Change Statistics					
Model	R	R Square	Adjusted R Square	of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
1	.343[a]	.117	.110	12.76	.117	16.855	3	380	.000	1.49

a. Predictors: (Constant), Vocabulary, Motivation, Input

b. Dependent Variable: Reading_Literacy

Based on the table, the F value of the linear regression model was 16.855 with significance level of 0.000 ($p < 0.05$). The result can then be used to say that all the three variables significantly affect the reading literacy mastery. According to the linear regression analysis it was found that the value of coefficient of determination (the Adjusted R Square) was 0.110 or 11%. It meant that the amount of input available for language learning, the learner's motivation, and the vocabulary mastery could predict the reading literacy as much as 11%. In other words, the reading literacy of SMP students in Bantul could be explained by all the three variables by 11%, while the rest, 100% - 11% = 89% could be explained by other variables which were not investigated in this study.

Hypothesis 5: There is a significant effect of the amount of input available for language learning toward the learner's motivation controlling for the reading literacy of Grade VII students of SMP in Bantul District. Following is the result of the partial correlation analysis on the amount of input available for language learning and the learner's motivation controlling for the reading literacy mastery of Grade VII students in Bantul based on $p < 0.05$. The value of p is shown in the following table.

Table 7. The Result of Partial Correlation Analysis of the Input and the Motivation Controlling for the Reading Literacy

Correlations

Control Variables			Input	Motivation
Reading_ Literacy	Input	Correlation	1.000	.301
		Significance (2-tailed)	.	.000
		Df	0	381
	Motivation	Correlation	.301	1.000
		Significance (2-tailed)	.000	.
		Df	381	0

Based on the result, the r value was 0.301 and the value of p was 0.000. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the amount of input available for language learning and the learner's motivation jointly affect the reading literacy significantly. Furthermore, to say how big or small the contributions of the amount of input available for language learning and the learner's motivation controlling for the reading literacy of grade VII students of SMP in Bantul District, the r value found in the calculation of the partial correlation among the variables should be squared.

The value of r^2 for the fifth hypothesis was 0.0906 which meant that the amount of input available for language learning and the learner's motivation, if the two variables were joined together they could give a 9% contribution toward the English reading literacy of SMP students in Bantul District. In other words, the English reading literacy of SMP students in Bantul District could be explained by the two variables by 9%, while the rest, 100% - 9% = 91% could be explained by other variables which were not investigated in this study.

Hypothesis 6: There is a significant effect of the learner's motivation toward the vocabulary mastered controlling for the reading literacy of Grade VII students of SMP in Bantul District. Following is the result of the partial correlation analysis on the learner's motivation and the vocabulary mastered controlling for the reading literacy mastery of Grade VII students in Bantul based on $p < 0.05$. It is shown in the following table.

Table 9. The Result of Partial Correlation Analysis of the Motivation and the Vocabulary Mastery Controlling for the Reading Literacy

Correlations

Control Variables			Motivation	Vocabulary
Reading_ Literacy	Motivation	Correlation	1.000	.107
		Significance (2-tailed)	.	.036
		Df	0	381
	Vocabulary	Correlation	.107	1.000
		Significance (2-tailed)	.036	.
		Df	381	0

The r value was 0.107 and the value of p was 0.036. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the learner's motivation and the vocabulary mastery jointly affect the reading literacy significantly. Furthermore, to say how big or small the contributions of the learner's motivation and the vocabulary mastery controlling for the reading literacy of grade VII students of SMP in Bantul District, the r value found in the calculation of the partial correlation among the variables should be squared.

The value of r^2 for the sixth hypothesis was 0.011 which meant that the amount of input available for language learning and the learner's motivation, if the two variables were joined together they could give a 1.1% contribution toward the English reading literacy of SMP students in Bantul District. In other words, the English reading literacy of SMP students in Bantul District could be explained by the two variables by 1.1%, while the rest, 100% - 1.1% = 98.9% could be explained by other variables which were not investigated in this study.

Hypothesis 7: There is a significant effect of the amount of input available for language learning toward the vocabulary mastery controlling for the reading literacy of Grade VII students of SMP in Bantul District. The following is the partial correlation analysis result on the amount of input available for language learning and the vocabulary mastery controlling for the reading literacy mastery of Grade VII students in Bantul based on $p < 0.05$. The result is shown in the following table.

Table 9. The Result of Partial Correlation Analysis of the Input and the Vocabulary Mastery Controlling for the Reading Literacy

Correlations

Control Variables			Input	Vocabulary
Reading_ Literacy	Input	Correlation	1.000	.119
		Significance (2-tailed)	.	.020
		Df	0	381
	Vocabulary	Correlation	.119	1.000
		Significance (2-tailed)	.020	.
		Df	381	0

The r value was 0.119 and the value of p was 0.020. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the amount of input available for language learning and the vocabulary mastery jointly affect the reading literacy significantly. Furthermore, to say how big or small the contributions of the amount of input available for language learning and the vocabulary mastery controlling for the reading literacy of grade VII students of SMP in Bantul District, the r value found in the calculation of the partial correlation among the variables should be squared.

The value of r^2 for the sixth hypothesis was 0.014 which meant that the amount of input available for language learning and the learner's motivation, if the two variables were joined together they could give a 1.4% contribution toward the English reading literacy of SMP students in Bantul District. In other words, the English reading literacy of SMP students in Bantul District could be explained by the two variables by 1.4%, while the rest, 100% - 1.4% = 98.6% could be explained by other variables which were not investigated in this study.

3.2 Discussion

The Effect of Inputs Available for Language Learning toward the English Reading Literacy of Grade VII Students of SMP in Bantul District

It makes sense that when one is learning a language in the classroom there are much exposure given by the teacher. This exposure come from any inputs available for language learning provided by the teacher. Then, one big problem arises when the inputs are not comprehensible for the students. It is very difficult for Grade VII students to comprehend long and complicated texts which always exist in the authentic texts.

Inputs, especially the comprehensible ones, must have some effects of the variables toward the reading literacy. Based on the linear regression result, the F value was 5.166 on $p < 0.05$ (0.024). It showed that the inputs available for language learning variable significantly affect the reading literacy. However, it should be noticed that the effect was not dominant, since the value of Adjusted R Square was only 1.1%. It meant that this variable significantly affects the reading literacy but was not dominant enough, whereas, 98.9% others were from other variables which were not investigated in this study.

The Effect of Learner's motivations toward the English Reading Literacy of Grade VII Students of SMP in Bantul District

Learner's motivations hold a great deal for students to learn many things based on what they believe will achieve or accomplish. However, by achieving the F value of 1.985 on $p < 0.05$, but with greater p value, i.e. 0.160 on the regression analysis result, it can be concluded that there is no significant effect of learner's motivations for reading English texts on English reading literacy. The result was like this because there might be some specific reasons why students want to read more texts for accomplishing a social task in the society, or to be a part of the society.

However, it could not be just told that students were not motivated because they do not like English, or that English is difficult for them, or that English is a foreign language for them, since to say things this way, there must be further investigations regarding this variable. Although this variable did not have a significant effect on the English reading literacy mastery on Grade VII students in Bantul District, perhaps this variable, if joining another variable in the study, will have some effect.

The Effect of Vocabulary Mastery toward the English Reading Literacy of Grade VII Students of SMP in Bantul District

Mastering vocabulary, or, in other words, by having many words to say or to engage in conversations in the society, is important for everyone acquiring or learning a language. People would use a word or words to communicate their thoughts to other people. In learning a language, it is important for people to master the vocabulary of the related language in order to be able to communicate thoughts through the language. It is also important for students to master vocabulary of the language they learnt since they can understand more texts in the target language, and when they

can understand more texts, they can communicate with the society better and they will be able to update their knowledge on the society.

Vocabulary mastery must have some effect toward the reading literacy. Based on the linear regression result, the F value was 48.660 on $p < 0.05$ (0.000). It showed that vocabulary mastery significantly affects the English reading literacy. However, it should be noticed that the effect was not dominant, since the value of Adjusted R Square was only 11.1%. It meant that this variable significantly affects the reading literacy but was not dominant enough, whereas, 88.9% others were from other variables which were not investigated in this study.

The Effect of Inputs Available for Language Learning, Learner's motivations, and the Vocabulary Mastery toward the Reading Literacy of Grade VII Students of SMP in Bantul District

As it has been discussed earlier in this part, many reading inputs contribute well on the English reading literacy. The one condition for these inputs to help the students have better comprehension is that those inputs must be comprehensible to make language learning more meaningful, and for further expectation, that is the inputs are usable for communicating in the real world situation. Learners are also motivated to read many texts; i.e. making use of many comprehensible inputs provided by the teacher and the texts surrounding them to gain more vocabulary to be used to communicate in the society as a form of their good comprehension and good English reading literacy mastery.

All the three independent variables must have some effect toward the reading literacy. Based on the linear regression result, the F value was 16.855 on $p < 0.05$ (0.000). It showed that the three variables, i.e. the inputs available for language learning, the learner's motivation, and the vocabulary mastery significantly affect the English reading literacy. The effect of all the three variables on the English reading literacy was quite dominant, since the value of Adjusted R Square was 11%. It meant that all the three independent variables significantly affect the reading literacy but was not dominant enough, whereas, 89% others were from other variables which were not investigated in this study.

The Effect of Inputs Available for Language Learning and Learner's motivations toward the Reading Literacy of Grade VII Students of SMP in Bantul District

Based on the result, the r value was 0.301 and the value of p was 0.000. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the amount of input available for language learning and the learner's motivation jointly affect the reading literacy significantly. The effect of the two variables controlling for the English reading literacy was quite dominant, since the value of r2 was 9%. It meant that all the two independent variables significantly affect the reading literacy but was not dominant enough, whereas, 91% others were from other variables which were not investigated in this study.

The Effect of Learner's motivations and Vocabulary Mastery toward the Reading Literacy of Grade VII Students of SMP in Bantul District

The r value was 0.107 and the value of p was 0.036. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the learner's motivation and the vocabulary mastery jointly affect the reading literacy significantly. The effect of the two variables controlling for the English reading literacy was quite small, since the value of r^2 was 1.1%. It meant that all the two independent variables significantly affect the reading literacy but was not dominant enough, whereas, 98.9% others were from other variables which were not investigated in this study.

The Effect of Inputs Available for Language Learning and Vocabulary Mastery toward the Reading Literacy of Grade VII Students of SMP in Bantul District

The r value was 0.119 and the value of p was 0.020. The value of p was less than 0.05 on its significance level. It could be concluded that the two variables, i.e. the amount of input available for language learning and the vocabulary mastery jointly affect the reading literacy significantly. The effect of the two variables controlling for the English reading literacy was quite small, since the value of r^2 was 1.4%. It meant that all the two independent variables significantly affect the reading literacy but was not dominant enough, whereas, 98.6% others were from other variables which were not investigated in this study.

4. Conclusion and Suggestions

4.1 Conclusion

There are seven conclusion which was drawn from this study, namely (1) The inputs available for language learning significantly affect the English reading literacy of SMP students in Bantul district with the F value of 5.166 significant with $p < 0.05$. The variation of English reading literacy is determined by the inputs by 1.1%. (2) The learner motivations for reading English texts did not have any significant affect on the English reading literacy of SMP students in Bantul district with the F value of 1.985 with $p > 0.05$. (3) The vocabulary mastery significantly affects the English reading literacy of SMP students in Bantul district with the F value of 48.660 significant with $p < 0.05$. The variation of English reading literacy is determined by the inputs by 11.1%. (4) The inputs available for language learning, the learner motivation, and the vocabulary mastery significantly affect the English reading literacy of SMP students in Bantul district with the F value of 16.855 significant with $p < 0.05$. The variation of English reading literacy is determined by the variables by 11%. (5) The inputs available for language learning and the learner motivation for reading English texts jointly affect the English reading literacy of SMP Students in Bantul district significantly with the r value of 0.301 significant with $p < 0.05$. The variation of English reading literacy is determined by the inputs by 9%. (6) The learner motivation for reading English texts and the vocabulary mastery jointly affect the English reading literacy of SMP Students in Bantul district significantly with the r value of 0.107 is significant with $p < 0.05$. The variation of English reading literacy is determined by the inputs by 1.1%. (7) The inputs

available for language learning and the vocabulary mastery jointly affect the English reading literacy of SMP Students in Bantul district significantly with the r value of 0.119 is significant with $p < 0.05$. The variation of English reading literacy is determined by the inputs by 1.4%.

4.2 Suggestions

Based on the results of the study, there are four suggestions, namely: (1) English teachers should give more reading pieces to their students in every meeting so that their students could improve their English reding literacy; (2) English teachers should be more creative and resourceful in providing reading resources for their students; (3) There should be more activities with varied reading inputs created for students to let them engage more in reading activities in and out of the classroom; and (4) Researchers on reading literacy should investigate more factors affecting the English reading literacy.

References

Brown, H.D. (2000). *Principles of language learning and teaching.* New York: Pearson Education.

Dafna. (2012, August). The importance of reading. *Al-Hekma International School E-Library Newsletter,* 1, 1-4

Dörnyei, Z. (2003). *Questionnaire in Second Language Research: Construction, Administration, and Processing.* New Jersey: Lawrence Erlbaum Associates, Inc.

Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition.* New Jersey: Lawrence Erlbaum Associates, Inc.

Geske, A. & Ozola A. (2008). Factors influencing reading literacy at the primary school level. *Problems of Education in the 21st Century,* 6, 71-77.

Gilakjani, Abbas Pourhosein & Sabour, Narjes Banou. (2016). A Study of Factors Affecting EFL Learners' Reading Comprehension Skill and the Strategies for Improvement. *International Journal of English Linguistics*, 6(5) 2016

Kemdikbud. (2013). *Lampiran Peraturan Pemerintah Nomor 68 Tahun 2013 tentang Kompetensi Dasar dan Struktur Kurikulum SMP-MTs.*

Krashen, S. D. (1981). *Second language acquisition and second language learning.* New York: Pergamon Press Inc.

Krashen, S. D. (1982). *Principles and practice in second language acquisition.* New York: Pergamon Press Inc.

Krashen, S. D. (2004). *The power of reading.* Westport: Heinemann.

Mubashir Iqbal, Mehwish Noor, Fakharh Muhabat, Bahram Kazemian. (2015). Factors Responsible for Poor English Reading Comprehension at Secondary Level. *Communication and Linguistics Studies*, 1(1) 2015, pp. 1-6. doi: 10.11648/j.cls.20150101.11

Renandya, W.A. (2013). The role of input- and output-based practice in ELT. In Ahmed, et. al. (Eds.), *ELT in a changing world: Innovative approaches to new challenges.* Newcastle upon Tyne: Cambridge Scholars Publishing.

Richards, J.C & R. Schmidt. (2002). *Longman dictionary of language teaching and applied linguistics*. London: Pearson Education Limited.

Seliger, H.W. & E. Shohamy. (1989). *Second language research methods.* Hong Kong: Oxford University Press.

Staden, Surette van. (2014). Factors that affect South African Reading Literacy Achievement: evidence from prePIRLS 2011. *South African Journal of Education*, *34*(3), August 2014

Tankersley, K. (2003). *The threads of reading: Strategies for literacy development.* Virginia: ASCD.

Thomson, S., K. Hillman, & L. de Bortoli (2012). *Programme for international student assessment: A teacher's guide to PISA reading literacy*. Victoria: ACER Press.

Tuckman, B.W. (1972). *Conducting educational research.* Orlando: Harcourt Brace Jovanovich, Inc.

Waring, R. & Nation, I.S.P. (2004). Second language reading and incidental vocabulary learning [Electronic version]. *Angles on the English-Speaking World,* 4, 11-23.