



The Effects of Reading Habit and Vocabulary Mastery on Reading Comprehension among Vocational High School EFL Students

Nilna Naimatul Azizah¹, Winantu Kurnianingtyas², Novian Faqih³

¹University of Kiai Ageng Muhammad Besari, Ponorogo, Indonesia

² University of Kiai Ageng Muhammad Besari, Ponorogo, Indonesia

³ University of Kiai Ageng Muhammad Besari, Ponorogo, Indonesia

ABSTRACT

Reading comprehension is an essential skill for EFL students because it enables them to understand and acquire information from written texts. This study aimed to investigate the effects of reading habits and vocabulary mastery on reading comprehension among vocational high school EFL students. A quantitative correlational design was employed involving 39 eleventh-grade students of SMK PGRI 1 Ponorogo selected through random sampling. Data were collected using a reading habit questionnaire, a vocabulary mastery test, and a reading comprehension test. The data were analyzed using descriptive statistics and multiple linear regression analysis through SPSS. The results revealed a very strong relationship between the independent variables and reading comprehension ($R = .944$). The coefficient of determination ($R^2 = .891$) indicated that reading habit and vocabulary mastery jointly explained 89.1% of the variance in students' reading comprehension. Furthermore, vocabulary mastery had a significant positive effect on reading comprehension, whereas reading habit did not show a significant individual effect. These findings suggest that vocabulary mastery is a stronger predictor of reading comprehension than reading habit among vocational high school EFL students. Therefore, English teachers should emphasize vocabulary development while continuing to encourage positive reading habits to improve students' reading comprehension achievement.

ARTICLE INFO

Article History:

Received : 22 June 2026

Revised : 14 July 2026

Accepted : 15 July 2026

Keywords:

Reading Habit; Vocabulary Mastery; Reading Comprehension; EFL Students; Vocational High School

Corresponding Author:

Nilna Naimatul Azizah

nilnanaima@gmail.com

INTRODUCTION

Reading comprehension is one of the most essential skills in learning English as a Foreign Language (EFL). Through reading, students gain access to knowledge, information, and ideas that support their academic development. For vocational high school students, reading comprehension is particularly important because they are frequently required to understand technical manuals, instructional materials, and other English-language resources related to their fields of study (Suhana & Haryudin, 2021).

Therefore, the ability to comprehend written texts effectively is considered a key component of academic success and future professional competence (Wulan dkk., 2023).

Despite its importance, many EFL students still experience difficulties in comprehending English texts. They often struggle to identify main ideas, understand detailed information, infer meanings, and interpret unfamiliar vocabulary (Rahayuningsih, 2022.). These difficulties may hinder their academic performance and reduce their motivation to engage in reading activities. Consequently, identifying factors that contribute to reading comprehension has become an important concern in English language education (Panjaitan dkk., 2024).

One factor that may influence reading comprehension is reading habits. Reading habit refers to the regular practice of reading that becomes part of an individual's daily activities (Gaona & González, 2010). Students who read frequently are exposed to a wider range of vocabulary, sentence structures, and text types, which may help them develop stronger comprehension skills. (Machfudi & Afidah, 2022) Previous studies have suggested that positive reading habits contribute to language development and academic achievement by increasing students' familiarity with written language and improving their ability to process information from texts (English Lecturer of STKIP PGRI Metro, Lampung, Indonesia dkk., 2023).

Another important factor is vocabulary mastery. Vocabulary serves as the foundation of language comprehension because students cannot understand a text effectively without knowing the meanings of its words. According to Nation, vocabulary knowledge includes understanding word forms, meanings, and appropriate usage in different contexts (Nation, 2001). Students with broader vocabulary knowledge are generally able to comprehend texts more easily, make inferences accurately, and understand the overall message conveyed by the author. (Girls' College, Kokrajhar, India dkk., 2025) Therefore, vocabulary mastery is often regarded as one of the strongest predictors of reading comprehension achievement among EFL learners (Nation, 2001).

Several previous studies have examined the relationship between reading habits, vocabulary mastery, and reading comprehension. The findings generally indicate that both reading habits and vocabulary mastery contribute positively to students' reading performance. However, most studies have focused on general secondary school students, while research involving vocational high school EFL students remains relatively limited. Considering the unique academic needs of vocational students, further investigation is necessary to determine the extent to which these variables influence their reading comprehension (Ur, 2011).

Therefore, this study aims to examine the effects of reading habits and vocabulary mastery on reading comprehension among vocational high school EFL students. Specifically, the study addresses the following research question: To what extent do reading habits and vocabulary mastery contribute to students' reading comprehension?

METHODS

This study employed a quantitative correlational design to examine the effects of reading habits and vocabulary mastery on students' reading comprehension (Creswell, 2018). The study was conducted at SMK PGRI 1 Ponorogo during the 2025/2026

academic year. The population consisted of 124 eleventh-grade students, and a sample of 39 students was selected using the Slovin formula and a random sampling technique (Creswell, 2018).

Data were collected using three instruments: a 23-item reading habit questionnaire, a 16-item vocabulary mastery test, and an 11-item reading comprehension test. Before data collection, the instruments were tested for validity and reliability to ensure their appropriateness for the study.

The collected data were analyzed using Statistical Package for the Social Sciences (SPSS). Descriptive statistics were used to summarize the data, and multiple linear regression was employed to examine the effects of reading habits and vocabulary mastery on reading comprehension. Before conducting the regression analysis, prerequisite tests for normality, linearity, multicollinearity, and heteroscedasticity were performed. The level of significance was set at 0.05.

FINDINGS AND DISCUSSION

Descriptive Statistics

The descriptive statistics showed that the students demonstrated moderate to high levels of reading habits, vocabulary mastery, and reading comprehension. The mean score of reading habit was 84.92 (SD = 12.92), while vocabulary mastery had a mean score of 70.26 (SD = 14.22). The mean reading comprehension score was 72.28 (SD = 11.99). These results indicate that the participants generally possessed adequate reading-related skills and language competence.

Table 1

Descriptive Statistics Results

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Reading_Habit_Score	39	60	109	84.92	12.918
Vocabulary_Mastery_Score	39	44	94	70.26	14.223
Reading_Comprehension	39	45	91	72.28	11.989
Valid N (listwise)	39				

Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to examine the effects of reading habits and vocabulary mastery on students' reading comprehension.

Table 2

Coefficient Determination Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.944 ^a	.891	.885	4.074

a. Predictors: (Constant), Vocabulary_Mastery_Score, Reading_Habit_Score

Shows that the correlation coefficient (R) was .944, indicating a very strong relationship between reading habit, vocabulary mastery, and reading comprehension. The coefficient of determination (R^2) was .891, meaning that 89.1% of the variance in students' reading comprehension could be explained by reading habit and vocabulary mastery. Meanwhile, the remaining 10.9% was influenced by other factors not examined in this study. The adjusted R-squared value of .885 indicates that the regression model has strong explanatory power in predicting students' reading comprehension.

ANOVA

An ANOVA test was performed to examine the simultaneous effect of reading habit and vocabulary mastery on students' reading comprehension. This test was conducted to determine whether the regression model was statistically significant.

Table 3

ANOVA Result

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4864.377	2	2432.189	146.537	.000 ^b
	Residual	597.520	36	16.598		
	Total	5461.897	38			

a. Dependent Variable: Reading_Comprehension

b. Predictors: (Constant), Vocabulary_Mastery_Score, Reading_Habit_Score

The results of the ANOVA test for the regression model. The findings indicate that the regression model was statistically significant, as evidenced by the significance value being lower than the 0.05 level. This result suggests that reading habits and vocabulary mastery simultaneously have a significant effect on students' reading comprehension.

In other words, the combination of reading habits and vocabulary mastery contributes significantly to predicting students' reading comprehension achievement. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This finding indicates that the independent variables jointly influence students' ability to comprehend English texts.

Regression Coefficients

The regression coefficients of the independent variables. The results show that reading habit did not significantly affect reading comprehension ($\beta = .069$, $t = 1.235$, $p = .225$). Since the significance value exceeded .05, reading habit was not a significant predictor of reading comprehension.

On the other hand, vocabulary mastery significantly affected reading comprehension ($\beta = .950$, $t = 17.091$, $p < .001$). The positive coefficient indicates that students with higher vocabulary mastery tend to achieve better reading comprehension scores. Vocabulary mastery was identified as the strongest predictor of reading comprehension among the variables examined in this study.

Table 4

Coefficient Determination Result

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	10.603	5.848		.078
	Reading_Habit_Score	.064	.052	.069	.225
	Vocabulary_Mastery_Score	.801	.047	.950	.000

a. Dependent Variable: Reading_Comprehension

CONCLUSION

This study examined the effects of reading habit and vocabulary mastery on reading comprehension among vocational high school EFL students. The findings revealed that reading habit and vocabulary mastery jointly contributed to students' reading comprehension. The regression analysis showed that the two variables explained a substantial proportion of the variance in reading comprehension, indicating that they play important roles in students' reading achievement.

However, the partial analysis demonstrated that vocabulary mastery was the only variable that significantly affected reading comprehension, while reading habit did not show a significant individual effect. This finding suggests that students' ability to understand English texts is influenced more by their vocabulary knowledge than by the frequency of reading alone. Students with broader vocabulary knowledge are more capable of understanding word meanings, identifying important information, and comprehending the overall message of a text.

The findings of this study have important implications for English language teaching, particularly in vocational high schools. Teachers should not only encourage students to develop positive reading habits but also provide systematic vocabulary instruction as part of reading activities. Vocabulary-building exercises, contextual word learning, and exposure to various reading materials can help students improve both their vocabulary knowledge and reading comprehension skills. In addition, teachers are encouraged to integrate vocabulary learning into classroom reading tasks so that students can better understand texts and achieve higher reading performance.

Future researchers are recommended to investigate other factors that may influence reading comprehension, such as reading strategies, motivation, learning environment, and students' background knowledge, to provide a more comprehensive understanding of reading achievement among EFL learners.

DISCLOSURE STATEMENT

No potential conflict of interest was reported by the author.

REFERENCES

- Creswell, J. W. (20). *Research design: Qualitative, quantitative, and mixed methods approaches* (3. ed., [Nachdr.]). SAGE Publ.
- English Lecturer of STKIP PGRI Metro, Lampung, Indonesia, Yuspik, Y., Hariyanto, H., English Instructor of UPT Balai Bahasa, Malahayati University, Lampung, Indonesia, Amelia, G., English Instructor of UPT Balai Bahasa, Malahayati University, Lampung, Indonesia, Awal Mar'an, D., & English Instructor of UPT Balai Bahasa, Malahayati University, Lampung, Indonesia. (2023). The Influence of Reading Habits and Vocabulary Mastery on English Writing Skills. *International Journal of Current Science Research and Review*, 06(09). <https://doi.org/10.47191/ijcsrr/V6-i9-10>
- Gaona, J. C. G., & González, E. R. V. (2010). *Relationship between reading habits, university library and academic performance in a sample of psychology students*. Girls' College, Kokrajhar, India, Das, R. K., Singha, A., & Science College, Kokrajhar, India. (2025). A Study on the Importance of Reading Habits for College Students' Personal and Academic Development. *Journal of Indian Library Association*, 61(2), 237–242. <https://doi.org/10.34256/jila.v61i02.237>
- Machfudi, Moch. I., & Afidah, A. (2022). Students' Difficulties in Vocabulary Mastery. *CREW Journal*, 1(1), 01–12. <https://doi.org/10.35719/crewjournal.v1i1.1359>
- Nation, I. S. P. (2001). *Learning Vocabulary in Another Language* (1 ed.). Cambridge University Press. <https://doi.org/10.1017/CBO9781139524759>
- Panjaitan, E. R., Lutfiyanti, W., & Sinaga, I. M. (2024). Influence of Vocabulary Mastery and Strategy on Students' Reading Ability: An Ex Post Facto Study at the 4th Semester Students of Department of English Literature, STBA JIA Bekasi. *Wiralodra English Journal*, 8(1), 13–25. <https://doi.org/10.31943/wej.v8i1.259>
- Rahayuningsih, retno. (t.t.). Influence of Reading Interest and Vocabulary Mastery on Students' Reading Comprehension Ability. *Wanastra: Jurnal Bahasa Dan Sastra*, 12(1).
- Suhana, A., & Haryudin, A. (2021). The Effects of Reading Habit Towards Students' Reading Comprehension at Private Senior High Schoolin Purwakarta. *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia*, 5(2), 57. <https://doi.org/10.22460/eltin.v5i2.p57-70>
- Ur, P. (2011). *A course in language teaching: Practice and theory* (1. publ., 19. print). Cambridge University Press.
- Wulan, R., Nugrahani, F., & Suwanto. (2023). Influence of Reading Interest and Vocabulary Mastery on Students' Reading Comprehension Ability. *EDUKASI : Jurnal Pendidikan Islam (e-Journal)*, 11(2), 294–305. <https://doi.org/10.54956/edukasi.v11i2.468>