



## The contribution of the reading habit, vocabulary mastery, and grammar to the experience writing skill of 5<sup>th</sup> grade students of state elementary schools

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### Abstract

This study aims to find out the contribution of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of state elementary schools in Bambanglipuro Subdistrict, Bantul, Yogyakarta. This study is an ex-post facto using the correlational quantitative research approach. The population comprised all 5<sup>th</sup> grade students of state elementary schools in Bambanglipuro Subdistrict, Bantul, Yogyakarta totaling 300 students. A sample of 169 students was established using the proportional random sampling technique. The instruments consisted of a test and questionnaire. The test was used to measure the vocabulary mastery, grammar mastery, and experience writing skill. The questionnaire was used to measure reading habit. The data were analyzed using the multiple regression analysis. The results show that there is a significant and positive contribution among reading habit, vocabulary mastery, and grammar mastery to the experience writing skill.

**Keywords:** contribution, reading habit, vocabulary mastery, grammar mastery, experience writing skill

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### Introduction

Experience is everything which involves activities, feeling, observation, or anything heard by someone. Hergenbahn & Olson (2009, p.1) state that “to gain knowledge, comprehension, or mastery through experience or study”. So someone could learn from his experience to get the knowledge. Richards & Farrel (2010, p.14) say that “personal experience becomes the basis and stimulus for learning”. The experience can be more meaningful if it is communicated to other people through writing. According to Astuti & Mustadi (2014, p.251) writing can be the form of indirect communication conducted by someone to express opinion, ideas, concepts, and thoughts in written language which can be understood by other people.

Writing is a communication activity to convey message to other in a form of written language (Azmuksyana & Wangid (2014, p.2). Experience writing requires the exact word choice and adequate vocabularies to produce an interesting and impressive writing. The vocabulary mastery can be gained through reading. It

can also improve students' achievement at schools. According to Cunningham & Stanovich in Hughes-Hassell & Rodge (2007, p.22) “students who read in their spare time become better readers, score higher on achievement tests in all subject areas, and have more content knowledge than those who do not”. In addition, reading activity stimulates the development of the brain and gives more knowledge.

Reading habit is a requirement and characteristic of the development of a country or a society. Developed countries put reading habit as a need of their daily life and it creates the literate society. According to Palanni (2012, p.90) “reading habit is an essential and important aspect for creating the literate society in this world”. It would be easier for someone to understand and gain description through reading. Getting used to reading is very important especially to students of elementary schools. Reading habit stimulates students to express their ideas and opinions in the form of experience writing. Then, reading habit needs to be grown since early life at schools and be practiced



continuously. Ogunrombi & Adio (2014, p.3) state that *"the attitude of parents and other adults to children who are making efforts to read is very important in helping them to form the reading habit"*. In other word, the support of surrounding people is really influential to children's reading habit.

According to Rahman & Haryanto (2014, p.129), reading is a complex matter, not only in pronouncing the words, but also involving visual activity like translating written symbols to words and thinking process to know and understand the word meaning. The more someone reads, the more knowledge and description he gets. In addition, by reading continuously, it would improve someone's vocabularies. Vocabulary mastery refers to the numbers of words someone knows or the numbers of words in a language and the words in a language known by someone used in speaking and writing. By mastering more vocabularies, it would be possible for someone to improve his knowledge and easier to express his ideas or opinions both in speaking and writing. The quality of someone's language skill depends on his mastery of vocabularies. Baker et al. in Tabrizi & Farokhmanesh (2013, p.199) states that *"building vocabulary is of high importance because learning is considered as language-based, therefore, the larger the vocabulary size, the better learners can think about new concepts"*. This means that mastering vocabulary is important as the basic to learn language. The more vocabularies the students have, the more new concepts they have. The good vocabulary mastery helps students to choose the exact and appropriate word as what they want to convey.

The quality of someone's writing depends on his quality and quantity of vocabularies. According to Richard & Renandya (2003, p.255), *"without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speaker, using the language in different contexts, reading, or watching television"*. Therefore, someone needs to have large numbers of vocabularies and strategies to improve them. The strategy to enrich the vocabularies must be conducted continuously through reading newspapers, magazines, speech, watching television, and so on. By mastering good vocabularies, students' skill of experience writing would improve.

Vocabulary mastery will be more balance if the grammar mastery is good too. The grammar mastery is also needed in language skill aspects. The good grammar mastery helps someone to communicate correctly, fluently, and more elegant in both speaking and writing. In addition, grammar is the foundation to speak and write correctly. Good grammar mastery also helps students to produce correct sentences. Lewis & Hill (2002, p.104) states that *"the ability to use the language depends on the ability to bring grammar and vocabulary together"*. This means that grammar and vocabularies are both important to the use of the language. By having good grammar mastery, students would be able to produce good experience writing which is easily understood by readers.

Based on the result of observation and interview to some teachers at the 5<sup>th</sup> grade of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta, it can be concluded that a few students at the 5<sup>th</sup> grade there have the reading habit. Students who have more abilities (smarter and more diligent) tend to have reading habit. However, the students only read some textbooks and they do not read them for long period. Other students do not have the reading habit and they tend to spend their time with their friends or by doing other activities.

Only a few students at the 5<sup>th</sup> grade of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta master some vocabularies. The lack of knowledge and the less reading motivation become the main factors to this case. Some students do not get used to read Indonesia language dictionary which causes them to get difficulty in understanding vocabulary. In addition, their grammar is still lack too. This can be seen through their writing especially in the use of punctuation which is still incorrect and they are not able to produce effective sentence. Their vocabularies and grammar especially in experience writing is still less appropriate. The writing skill of students at the 5<sup>th</sup> grade are mainly determined by their reading habit, vocabulary mastery, and grammar mastery. Consequently, it is reasonable to conduct the research related to the contribution of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of students at the 5<sup>th</sup> grade of State Elementary Schools of Bambanglipuro, Bantul, Yogyakarta.

The problem discussed in this research is limited to the effort to reveal the contribution of reading habit, vocabulary mastery, and grammar

mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta. The purpose of this research is to know whether there is a positive and significant contribution of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

After knowing the contribution of reading habit, grammar mastery, and vocabulary mastery to the experience writing skill, the research is expected to give and develop the knowledge related to the available supporting theories. Besides, the results of this research can be used as the study materials to develop the further research about the contribution of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the students. This research can be used by students to know how good their experience writing is and therefore by knowing this, the students are expected to get used to read. The results of this research can also be used as a consideration to add the knowledge of the teachers in experience writing skill. They can also be used as references and knowledge about experience writing skill to improve the learning achievement.

### Method

This study is a correlational research using quantitative approach. The aim of this research is to know the contribution among the independent variables to the dependent variable. This study is an ex-post facto research since the collected data are the ongoing data, not from the results of a treatment.

This research was conducted at State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta which consists of 10 schools: SD Negeri 3 Panggang, SD Negeri Bondalem, SD Negeri Grogol, SD Negeri Kaligondang, SD Negeri Kembangan, SD Negeri Panggang, SD Negeri Plebengan, SD Negeri Sribit, SD Negeri Terban, and SD Negeri Tulasan. The research was started on March 2015.

The population of this research comprised all students at the 5<sup>th</sup> grade of ten State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta. The 5<sup>th</sup> grade was chosen as the population since it was higher in grade which lies between the early higher grade and the last higher grade. It was expected that the 5<sup>th</sup> grade had better writing skill.

Due to the large numbers of population, the sampling was conducted. To decide the numbers of samples used in this research, the empirical formula as suggested by Isac and Michael in Sukardi (2013, p.55) was used. The formula used for the calculation was as the following:

$$S = \frac{X^2 \cdot N \cdot P (1-P)}{d^2(N-1) + X^2 P (1-P)}$$

Description:

S = Sample size

N = Population size

P = Population proportion as the basic assumption in table making. The value taken P = 0.50

d = desired margin of error (expressed as proportion), is generally taken by 0,05.

X<sup>2</sup> = *chisquare* table value for the desired confidence level at 1 degree of freedom. X<sup>2</sup> = 3.841 level of trust 0.95.

Based on the formula, the numbers of sample established in this research was 169 of 300 students. The technique used in collecting sample was proportional random sampling.

The data collection was conducted through questionnaire and test. The questionnaire was used to collect the data of students' reading habit. The scale used to measure this aspect was likert scale. The test used in this research were vocabulary mastery, grammar, and experience writing. The vocabulary and grammar mastery was tested in the form of multiple choice while the writing skill was tested through experience writing.

The instruments used to collect the data were questionnaire and test. They were used to reveal the students' reading habit, vocabulary mastery, and grammar mastery. The instruments involved the vocabulary mastery test, grammar test, and experience writing test. To know the students' score, guessing formula was used as written by Nurgiyantoro (2013, p.134) as the following:

$$S = R \frac{W}{n-1}$$

Description:

S = score

R (Right) = total of right answers

W (Wrong) = total of wrong answers

n = total of alternative answers (options)

For the assessment of experience writing skill, the students were asked to write their experience by concerning the use of grammar and vocabularies. This test was used to know the students' experience writing skill.

Data Analysis Technique

The purpose of the analysis data was to gain the illustration of variables in the research and to test the formulated hypothesis. The data analysis technique involved: (1) data description, (2) analysis requirement test, and (3) hypothesis test. In the data description steps, the collected data were described based on each variable. To gain the value of mean, modus, median, and deviation standard, SPSS 17.0 program was used.

The purpose of analysis requirement test was to know whether the collected data meet the requirement to be analyzed by using the planned analysis technique. The requirement tests which should be fulfilled to do the multiple linear regression analysis technique were normality test, linearity test, and multicollinearity test. Linearity test was calculated to know whether the collected data were normally distributed or not. If the data were normally distributed, then the statistic calculation could be generalized for research population. Data normality analysis used the formula of *Kolmogorov Smirnov SPSS 17.00 for Windows*. The decision making whether or not the data were normal could be practiced by seeing the observed value and expected value. If *Asymp. Sig.* value is higher than 0.05, then it can be concluded that the tested data had normal distribution. Linearity test was calculated to know the linearity relationship between the dependent variable and independent variable of reading habit ( $X_1$ ), vocabulary mastery ( $X_2$ ), and grammar mastery ( $X_3$ ) and experience writing skill ( $Y$ ).

Multicollinearity was calculated to know that the research variables were independent, which means that they did not depend on other variable. Multicollinearity could be seen from VIF (*Varian Inflation Factor*) value of each variable. The good regression model should not meet the multicollinearity among independent variables. The multicollinearity in this research could be seen from the *Tolerance* value and *Variance Inflation Factor* (VIF) by using SPSS 17.0 program. If *Tolerance* value is higher than

0,10 then it could be said that there won't be any multicollinearity. Besides, if VIF is lower than 10.00 it means that multicollinearity won't appear. If VIF is higher than 10,00 or the same as 10,00 then multicollinearity will appear.

In this research, the hypothesis test used multiple regression analysis. It was used to test hypothesis which state that there was a contribution among reading habit, vocabulary mastery, and grammar to the experience writing skill of the 5<sup>th</sup> grade students. The simultaneous test used to test multiple correlation significance was the relationship analysis between two or more independent variables to one dependent variable. In this research, correlation analysis was used to know the relationship among reading habit, vocabulary mastery, and grammar to the experience writing skill of the 5<sup>th</sup> grade students.

Multiple regression analysis was aimed at predicting the value of relationship between two or more independent variables to one dependent variable by using this following formula:

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3$$

Description:

$Y$  = experience writing skill,

$X_1$  = reading habit,

$X_2$  = vocabulary mastery,

$X_3$  = grammar mastery

$b_0$  = constants

$b_{123}$  = coefficient of regression

The analysis of multiple correlation and multiple regression was conducted by using SPSS 17 for Windows program. The decision making of whether or not the regression is significant is based on its probability. If  $p > 0.05$ , then the regression coefficient is not significant. In opposite, if  $p < 0.05$  then the regression coefficient is significant.

**Results and Discussion**

Results

This research is conducted to 169 students. The data description is analyzed by using *SPSS 17.0 for windows* program.

Table 1. Reading Habit Distribution

Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1.	86.38 – 100	14	8.2	Very High
2.	77.68 – 86.37	40	23.7	High
3.	68.98 – 77.67	60	35.5	Medium
4.	60.28 – 68.97	48	28.5	Low
5.	0 – 60.27	7	4.1	Very Low
	Total	169	100	

*Reading Habit*

The data of reading habit are taken from questionnaire which consists of 20 questions. The range of the score used in the questionnaire is from 1 to 5. Based on the data analysis, it shows that the highest score in reading habit is 97 and the lowest score is 46. Based on the statistic calculation the Mean (M) is 73.33, the Median (Me) is 72, the Mode (Mo) is 64, and the deviation standard is 8.70. According to the score, there are five categories as presented in the Table 1.

It can be seen from the Table 1 that the reading habit of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 14 students are very high(8.2%), 40 students are high (23.7%), 60 students are medium (35.5%), 48 students are low (28.5%), and 7 students are very low (4.1%). Therefore, it can be concluded that the reading habit of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to the medium category. To explain more about the data, the visual illustration in histogram is presented in Figure 2.

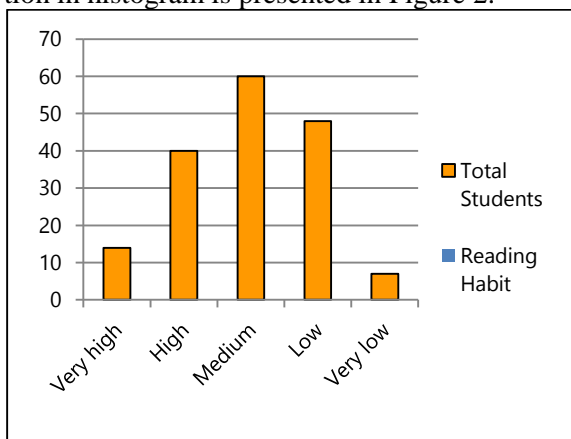


Figure 2. Reading Habit Histogram

*Vocabulary Mastery*

The data of vocabulary mastery are taken from the test which consists of 20 numbers of multiple choice. Based on the data analysis, it shows that the highest score of vocabulary mastery is 90 and the lowest one is 15. According

to the statistic calculation, the value of the Mean (M) is 53.69, Median (Me) is 55, Mode (Mo) is 65, and deviation standard is 16.79. Based on their score, students can be categorized into five as presented in Table 2.

It can be seen from the Table 2 that the vocabulary mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 11 students are very high (6.5%), 51 students are high (30.2%), 49 students are medium (29%), 47 students are low (27.8%), and 11 students are very low (6.5%). Therefore, it can be concluded that the vocabulary mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to high category. To explain more about the data, the visual illustration in histogram is presented in Figure 3.

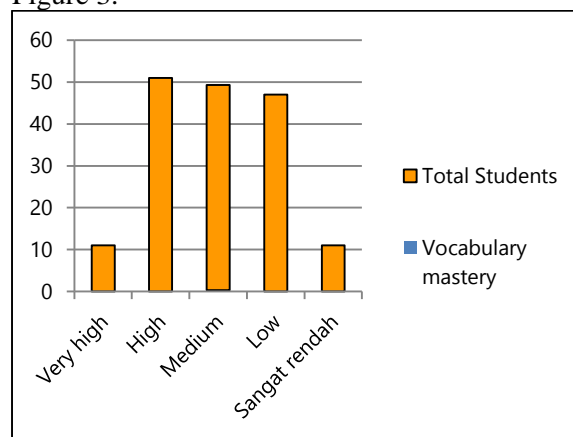


Figure 3. Vocabulary Mastery Histogram

*Grammar Mastery*

The data of grammar mastery are taken from the grammar test which consists of 15 multiple choice questions. Based on the data analysis, it shows that the highest score of grammar test is 100 and the lowest one is 10. According to the statistic calculation, the value of the Mean (M) is 9.15, Median (Me) is 60, Mode (Mo) is 60, and deviation standard is 16.36. Then, based on their score, students can be categorized into five as presented in Table 3.

Table 2. Vocabulary Mastery Distribution

Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1.	78.88 – 100	11	6.5	Very high
2.	62.09 – 78.87	51	30.2	High
3.	45.30 – 62.08	49	29	Medium
4.	27.82 – 45.29	47	27.8	Low
5.	0 – 27.81	11	6.5	Very low
	Total	169	100	

Table 3. Grammar Mastery Distribution

Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1.	83.69 – 100	10	5.9	Very high
2.	67.33 – 83.68	34	20.1	High
3.	50.97 – 67.32	73	43.2	Medium
4.	34.61 – 50.96	37	21.9	Low
5.	0 – 34.60	15	8.9	Very low
	Total	169	100	

Table 4. Experience Writing Skill Distribution

Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1.	87.18 – 100	11	6.6	Very high
2.	75.05 – 87.17	36	21.7	High
3.	62.92 – 75.04	76	44.6	Medium
4.	50.79 – 62.91	32	18.8	Low
5.	0 – 50.78	14	8.3	Very low
	Total	169	100	

It can be seen from the Table 3 that the grammar mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 10 students are very high (5.9%), 34 students are high (20.1%), 73 students are medium (43.2%), 37 students are low (21.9%), and 15 students are very low (8.9%). Therefore, it can be concluded that the grammar mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to medium category. To explain more about the data, the visual illustration in histogram is presented in Figure 4.

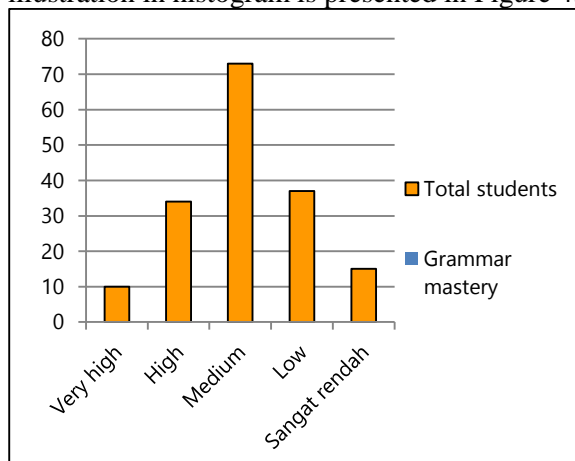


Figure 4. Grammar Mastery Histogram

*Experience Writing Skill*

The data of experience writing skill are taken from the experience writing test. Based on the data analysis, it shows that the highest score of experience writing skill is 96 and the lowest one is 34. According to the statistic calculation, the Mean (M) is 68.98, the Median (Me) is 69, the Mode (Mo) is 61, and the deviation standard

is 12,13. Based on their score, the students' experience writing skill can be categorized into five as presented in Table 4.

It can be seen from the Table 4 that the experience writing skill of the 5<sup>th</sup> grade students of States Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 11 students are very high (6,6%), 36 students are high (21.7%), 76 students are medium (44.6%), 32 students are low (18.8%), and 14 students are very low (8.3%). Therefore, it can be concluded that that the experience writing skill of the 5<sup>th</sup> grade students of States Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to medium category. To explain more about the data, the visual illustration in histogram is presented in Figure 5.

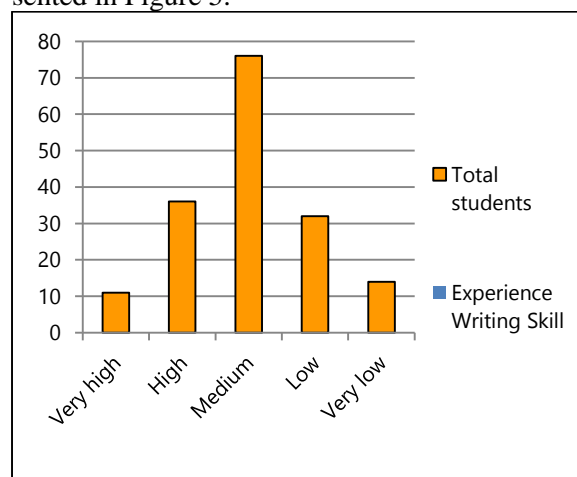


Figure 5. Experience Writing Skill Histogram

*Data Analysis Test*

*Normality Test*

The normality test of the data to some variables is conducted by using *Kolmogorov*

Smirnov SPSS 17.00 for Windows formula. The principle used is if  $p > 0.05$ , the distribution is normal, and otherwise if  $p < 0.05$  then it is not normal. The summary of normality test results to some variables is shown in Table 5.

Table 5. Summary of Normality Test Results

Variable	Asymp. Value of Sig. Uji Kolmogorov- Smirnov	Description
X <sub>1</sub>	0.136 > 0.05	Normal distribution
X <sub>2</sub>	0.059 > 0.05	Normal distribution
X <sub>3</sub>	0.066 > 0.05	Normal distribution
Y	0.455 > 0.05	Normal distribution

Table 5 shows that all variables are in  $p > 0,05$ . Therefore, it can be concluded that the data of each variable is normally distributed.

*Linearity Test*

The use of multiple regression analysis should meet the requirement that between the independent and dependent variables must be linear. The linearity test is conducted by using SPSS 17.00 for Windows program. The principle is if the numbers in *Deviation From Linearity* > 0,05, it means that the relationship between the independent and dependent variables is linear, otherwise if the numbers in *Deviation From Linearity* < 0.05, it means that the relationship between the independent and dependent variable is not linear. The summary of linearity test results to some variables is shown in Table 6.

Table 6. Summary of Linearity Test Results

Variable		Significance	Description
Independent	Dependent		
X <sub>1</sub>	Y	0.111	Linear
X <sub>2</sub>	Y	0.189	Linear
X <sub>3</sub>	Y	0.479	Linear

Table 6 shows that all the contribution of independent variables to dependent variable is in significance level  $p > 0.05$ , then it can be concluded that the relationship between reading habit (X<sub>1</sub>) and experience writing skill (Y) is linear, the relationship between vocabulary mastery (X<sub>2</sub>) and experience writing skill (Y) is linear, and the relationship between the grammar mastery (X<sub>3</sub>) and experience writing skill (Y) is also linear.

*Multicollinearity Test*

Multicollinearity test is conducted to know if the research variables are independent one another, it means that they do not depend on other variables. Multicollinearity can be seen from the value of VIF (*Varian Inflation Factor*) on each variable. The good regression model should not perform correlation (multicollinearity) among independent variables. Multicollinearity in this research can be seen from the value of *tolerance* and *variance inflation factor (VIF)*, and the value of *tolerance* and *variance inflation factor (VIF)* using SPSS 17.0 program.

In decision making, if the value of *Tolerance* is higher than 0.10 then it can be said that there is no multicollinearity. However, if the value of *Tolerance* is lower or the same as 0.10 then it means the multicollinearity appears. Next, if the value of *VIF (Variance Inflation Factor)* is lower than 10.00, the multicollinearity won't appear, otherwise if the value of *VIF (Variance Inflation Factor)* is higher or the same as 10.00, multicollinearity will appear. The summary of multicollinearity test to some variables is shown in Table 7.

Table 7. Summary of Multicollinearity Test Results

Variable	Collinearity		Conclusion
	Tolerance	FIV Statistics	
X <sub>1</sub>	0.944	1.059	No multicollinearity
X <sub>2</sub>	0.639	1.564	No multicollinearity
X <sub>3</sub>	0.630	1.587	No multicollinearity

Table 7. shows that the value of *VIF (Variance Inflation Factor)* for each variable is < 10.00, it means that multicollinearity doesn't exists and the value of *Tolerance* is > 0.10 so there won't be any multicollinearity too.

*Hypothesis Test Results*

Hypothesis test is a step or procedure to decide whether the stated hypothesis in chapter II is accepted or rejected. The results of requirement test show that some needed assumption for hypothesis test are already fulfilled. So, it is allowed to do hypothesis test and further analysis. There are four hypothesis tested in this research. The test is conducted through multiple linear regression analysis. The test for the relationship significance is conducted through F test by using regression analysis table as presented in Table 8.

Table 8. Analysis Summary of X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, to Y

Variation Sources	Sum of Square	Db	Average Square	F	P
Regression	5600.923	3	1866.974	16,111	0,000
Residual	19120.023	165	115.879		
Total	24720.947	168			

Table 9. Multiple Linear Regression Coefficient

Number.	Variable	Regression Coefficient	Significance
1.	X <sub>1</sub> = Reading habit	0.225	0.023
2.	X <sub>2</sub> = Vocabulary mastery	0.129	0.038
3.	X <sub>3</sub> = Grammar mastery	0.207	0.001

Y = Experience writing skill

Constants = 33.319 R = 0.476 and R Square = 0.227

Table 10. The Summary of Effective and Relative Contribution of Each Independent Variable to the Dependent Variable

Number	Independent Variable	Beta	(SE %)	(SR %)
1.	X <sub>1</sub>	0.225	4.177%	18.4%
2.	X <sub>2</sub>	0.129	6.719%	29.6%
3.	X <sub>3</sub>	0.207	11.804%	52%
	Total		22.7%	100%

Based on the summary in Table 8, the value of F is 16 and the p is 0.000. The value of p is lower than the used significance level ( $\alpha$ ) = 0.05. This shows that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that there is a significant and positive relationship among variables of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

Multiple regression analysis of reading habit, vocabulary mastery, and grammar mastery to experience writing skill in Table 9 shows that the value of regression coefficient are  $b_1 = 0.225$ ,  $b_2 = 0.129$ , and  $b_3 = 0.207$  with the constant 33.319. Therefore, the regression equation is obtained as follows:

$$Y = 33.319 + 0.225 X_1 + 0.129 X_2 + 0.207 X_3$$

Description:

$b_0 = 33.319$ , if the reading habit, vocabulary mastery, and grammar mastery are constant and do not undergo addition and subtraction, then the experience writing skill is 33.319.

$b_1 = 0.225$ , since index  $b_1$  is significant at the significance level  $0.023 < 0.05$ , then the reading habit can be used to predict the value of experience writing skill if it is known the value of  $X_1$  in the population where the data are taken.

$b_2 = 0.129$ , since index  $b_2$  is significant at the significance level  $0.038 < 0.05$ , then the

vocabulary mastery can be used to predict the value of experience writing skill if it is known the value of  $X_2$  in the population where the data are taken.

$b_3 = 0.207$ , since index  $b_3$  is significant at the significance level  $0.001 < 0.05$ , then the grammar mastery can be used to predict the value of experience writing skill if it is known the value of  $X_3$  in the population where the data are taken.

#### First Hypothesis Testing

Based on the analysis using SPSS 17.0 program, the coefficient value  $b_1$  is 0.225 with the significance 0.023 which means that significance index is lower than 0.05. Therefore, the null hypothesis is rejected at significance level 0.05, and the alternative hypothesis is accepted. It can be concluded that there is a positive and significant relationship between the variable of reading habit and experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

Based on the calculation of the first hypothesis testing, the relative contribution of reading habit to experience writing skill is 18.4% and the effective contribution is 4.177%. Therefore, there is a positive and significant contribution of reading habit to experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.



### *Second Hypothesis Testing*

Based on the analysis using *SPSS 17.0* program, the coefficient value  $b_2$  is 0.129 with the significance 0,038 which means that significance index is lower than 0.05. Therefore, the null hypothesis is rejected at significance level 0.05, and the alternative hypothesis is accepted. It can be concluded that there is a positive and significant relationship between the variable of vocabulary mastery and experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

Based on the calculation of the second hypothesis testing, the relative contribution of vocabulary mastery to experience writing skill is 29.6% and the effective contribution is 6.719%. Therefore, there is a positive and significant contribution of vocabulary mastery to experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

### *Third Hypothesis Testing*

Based on the analysis using *SPSS 17.0* program, the coefficient value  $b_3$  is 0.207 with the significance 0.001, which means that significance index is lower than 0.05. Therefore, the null hypothesis is rejected at significance level 0.05, and the alternative hypothesis is accepted. It can be concluded that there is a positive and significant relationship between the variable of grammar mastery and experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

Based on the calculation of the third hypothesis testing, the relative contribution of grammar mastery to experience writing skill is 52% and the effective contribution is 11.804%. Therefore, there is a positive and significant contribution of grammar mastery to experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

### *Fourth Hypothesis Testing*

In table 8 the F value is 16.111 and p value is 0.000. The p value is lower than the used significance level ( $\alpha$ ) = 0.05. It shows that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that there is a positive and significant relationship among the reading habit, vocabulary mastery, and grammar mastery all together to the experience writing skill of the 5<sup>th</sup> grade students

of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta.

Multiple regression analysis of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill in Table 9 shows that the regression coefficient are  $b_1 = 0.225$ ,  $b_2 = 0.129$ , and  $b_3 = 0.207$ . Based on the calculation of effective and relative contribution of each independent variable to the dependent one, the positive and significant contribution of reading habit, vocabulary mastery, and grammar mastery to experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta is 22.7%. For more information, it can be seen in Table 10.

Based on Table 10, it can be seen that the effective contribution of the included variables is 22.7%, it means that there are still 77.3% variances of experience writing skill influenced by the non-included variables. It can be concluded from the calculation of effective and relative contribution that the grammar mastery gives more contribution to the experience writing skill than the reading habit and vocabulary mastery do.

## Discussion

### *Discussion of the First Finding*

Based on the presented data, the highest score of the reading habit is 97 and the lowest one is 46. The finding of this research shows that 169 respondents (students) are categorized into five: 14 students are very high (8.2%), 40 students are high (23.7%), 60 students are medium (35.5%), 48 students are low (28.5%), and 7 students are very low (4.1%). Therefore, it can be concluded that the reading habit of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to the medium category.

First hypothesis testing shows that the relative contribution of the reading habit to the experience writing skill is 18.4% and the effective contribution is 4.177%. Therefore, there is a positive and significant contribution of the reading habit to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta. This shows that the variable of experience writing skill is influenced by the variable of reading habit and the remains are influenced by other variables included or not included in this research. The other variables which are not included in this research are the internal or the external factors as

mentioned by Syah (2008, p.132). The internal factors are the students' physical condition, intelligence, attitude, talent, interest, and motivation. The external factors are family, school, community, school building, house, learning tools, weather, and learning schedule/time. The results of hypothesis testing are appropriate to the opinion of Cunningham & Stanovich, Krashen in Hughes-Hassell & Rode (2007, p.22) that "*students who read in their spare time become better readers, score higher on achievement tests in all subject areas, and have more content knowledge than those who do not*". The attitude of parents and other adults to motivate the children to read is really important for their early reading habit. The support of the surrounding people also affects someone's reading habit. Besides, the facilities of various books would help someone to improve his reading habit.

#### *Discussion of the Second Finding*

Based on the presented data, the highest score of the vocabulary mastery is 90 and the lowest one is 15. The finding of this research shows that the 169 respondents (students) are categorized into five: 11 students are very high (6.5%), 51 students are high (30.2%), 49 students are medium (29%), 47 students are low (27.8%), and 11 students are very low (6.5%). Therefore, it can be concluded that the vocabulary mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to high category.

The second hypothesis testing shows that the relative contribution of vocabulary mastery to experience writing skill is 29.6% and the effective contribution is 6.719%. Therefore, it can be concluded that there is a positive and significant contribution of vocabulary mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta. This shows that the variable of experience writing skill is influenced by the variable of vocabulary mastery and the remains are influenced by other variables included or not included in this research. The other variables which are not included in this research are the internal or the external factors as mentioned by Syah (2008, p.132). The internal factors are the students' physical condition, intelligence, attitude, talent, interest, and motivation. The external factors are family, school, community, school building, house, learning tools, weather, and learning schedule/time. The results of hypothesis testing are appro-

priate to the opinion of Tabrizi & Farokhmanesh (2013, p.199) which shows that "*building vocabulary is of high importance because learning is considered as language-based, therefore, the larger the vocabulary size, the better learners can think about new concepts*". In conclusion, the vocabulary is important as the basis to learn language. Therefore, the more vocabularies the students have, the more new concepts they can create.

#### *Discussion of the Third Finding*

Based on the presented data, the highest score of the grammar mastery is 100 and the lowest one is 10. The finding of this research shows that the grammar mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 10 students are very high (5.9%), 34 students are high (20.1%), 73 students are medium (43.2%), 37 students are low (21.9%), and 15 students are very low (8.9%). Therefore, it can be conclude that the grammar mastery of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to medium category.

The third hypothesis testing shows that the relative contribution of the grammar mastery to the experience writing skill is 52% and the effective contribution is 11.804%. Therefore, it can be concluded that there is a positive and significant contribution of grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta. This shows that the variable of experience writing skill is influenced by the variable of grammar mastery and the remains are influenced by other variables included or not included in this research. The other variables which are not included in this research are the internal or the external factors as mentioned by Syah (2008, p.132). The internal factors are the students' physical condition, intelligence, attitude, talent, interest, and motivation. The external factors are family, school, community, school building, house, learning tools, weather, and learning schedule/ time. The results of the hypothesis testing are appropriate to the opinion of Lewis & Hill (2002, p.104) who states that "*the ability to use the language depends on the ability to bring grammar and vocabulary together*". This means that the vocabulary and grammar are really important to the use of the language.

### Discussion of the Fourth Finding

Based on the presented data, the highest score of the experience writing skill is 96 and the lowest on is 34. The finding of this research shows the experience writing skill of the 5<sup>th</sup> grade students of States Elementary Schools in Bambanglipuro, Bantul, Yogyakarta can be categorized into five: 11 students are very high (6.6%), 36 students are high (21.7%), 76 students are medium (44.6%), 32 students are low (18.8%), and 14 students are very low (8.3%). Therefore, it can be concluded that that the experience writing skill of the 5<sup>th</sup> grade students of States Elementary Schools in Bambanglipuro, Bantul, Yogyakarta belongs to medium category.

Based on the calculation of effective and relative contribution of each independent variable to the dependent variable, the fourth hypothesis testing shows that the positive and significant contribution of the reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta is 22.7. The total of positive and significant contribution of reading habit, vocabulary mastery, and grammar mastery to the experience writing skill shows that there are 77.3% variance variables of experience writing skill which are influenced by variables included or not included in this research. The other variables which are not included in this research are the internal or the external factors as mentioned by Syah (2008, p.132). The internal factors are the students' physical condition, intelligence, attitude, talent, interest, and motivation. The external factors are family, school, community, school building, house, learning tools, weather, and learning schedule/time. Based on the result of the hypothesis testing, it can be concluded that the grammar mastery gives more contribution to the experience writing skill than the reading habit and vocabulary mastery do.

The results of the hypothesis testing show that they are appropriate to the opinion of Richards & Renandya (2003, p.14) who states that “*personal experience becomes the basis and stimulus for learning*” and to the opinion of Hergenhahn & Olson (2009, p.1) that “*to gain knowledge, comprehension, or mastery through experience or study*”. In other words, the personal experience or the study is important for learning comprehension.

### Conclusion

The positive and significant relationship among the reading habit, vocabulary mastery, and grammar mastery to the experience writing skill of the 5<sup>th</sup> grade students of State Elementary Schools in Bambanglipuro, Bantul, Yogyakarta is 22,7%. Based on the conclusion and implication mentioned in this research, it is suggested for the Indonesian Language teachers to pay more attention to the use of vocabulary and grammar of the students. The schools should provide more supporting facilities like textbooks, supporting books, story books, newspapers, magazines in the library to improve the students' reading habit.

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