



THE EFFECTIVENESS OF READING HABITS AND STUDENT MOTIVATION ON VOCABULARY MASTERY AT SENIOR HIGH SCHOOL IN CIREBON

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Abstract:

This study aimed to examine the effects of reading habits and student motivation on vocabulary mastery among senior high school students. A quantitative research design with a survey method was employed involving 238 students from SMA Negeri 1 Arjawinangun and SMA Negeri 1 Palimanan, selected through proportionate stratified random sampling. Data were collected using reading habits and student motivation questionnaires and a vocabulary mastery test, then analyzed using SPSS version 25 through descriptive statistics, prerequisite tests, multiple linear regression, t-test, and F-test. The results showed that reading habits had a positive and significant effect on vocabulary mastery ($\beta = 0.466$, $t = 23.881$, $p < .001$), while student motivation also had a positive and significant effect ($\beta = 0.322$, $t = 14.531$, $p < .001$). Simultaneously, both variables significantly affected vocabulary mastery ($F = 429.360$, $p < .001$), explaining 78.5% of its variance ($R^2 = 0.785$). The findings can be applied in English language education, particularly in senior high schools, to support vocabulary development through reading and motivation. The novelty of this research lies in examining the combined contribution of reading habits and student motivation to vocabulary mastery in Indonesian secondary education.

Keywords: *reading habits, student motivation, vocabulary mastery, quantitative research, senior high school students.*

INTRODUCTION

Vocabulary is one of the fundamental components of English language learning because it enables learners to understand and produce language effectively. Students who possess adequate vocabulary knowledge have greater opportunities to comprehend texts, express ideas, and participate in communication. Vocabulary mastery is therefore an important element of successful English learning. Nation (2022) explains that vocabulary knowledge involves knowing the form, meaning, and use of words, while Schmitt and Schmitt (2020) emphasize that vocabulary development is an essential part of second language learning. Without sufficient vocabulary, students may experience difficulties in understanding reading materials and communicating their ideas in English. One factor that may contribute to vocabulary development is students' reading habits. Reading provides learners with repeated exposure to words in meaningful contexts. Through regular reading, students can encounter new vocabulary, observe how words are used, and gradually develop their understanding of word meanings. Reading habits refer not only to the frequency of reading but also to students' regular engagement with reading activities and their preference for reading materials. Students who frequently read English texts may have more opportunities to encounter and learn vocabulary than students who rarely engage in reading activities. Previous studies have demonstrated a relationship between reading habits and language learning outcomes. Reading can provide incidental vocabulary learning because learners encounter unfamiliar words while focusing on the meaning of a text. Teng (2020) found that repeated exposure to words through reading can contribute to vocabulary retention. Similarly, Vu and Peters (2022) examined different reading conditions and showed that reading can support vocabulary learning among EFL learners. These findings indicate that reading may function as an important source of vocabulary input.

In addition to reading habits, student motivation is another important factor in the language learning process. Motivation influences students' willingness to participate in learning activities, maintain effort, and continue learning when difficulties occur. Guthrie et al. (2007) explain that motivation is associated with students' engagement in reading and their development of reading comprehension. In the context of vocabulary learning, motivated students may be more willing to learn unfamiliar words, review vocabulary, and actively participate in activities that provide opportunities for language development. The relationship between motivation and language learning has also received considerable attention in previous research. Students with stronger

motivation may demonstrate greater engagement in learning activities because they have reasons and goals that encourage them to continue learning. Lai and Chang (2021), for example, demonstrated that motivational factors can be associated with students' engagement and performance in vocabulary learning activities. Therefore, motivation may be considered an important factor that works together with students' learning behaviour. Although reading habits and motivation have been examined in previous studies, research that considers both variables simultaneously in relation to vocabulary mastery among Indonesian senior high school students remains important. Some previous studies have focused on reading habits and reading comprehension, while others have examined vocabulary learning strategies, motivation, or specific learning activities. The present study therefore combines reading habits and student motivation within a single quantitative model to examine their contribution to vocabulary mastery.

The present research was conducted among senior high school students at SMA Negeri 1 Arjawinangun and SMA Negeri 1 Palimanan. The study focuses on three variables: Reading Habits as the first independent variable (X1), Student Motivation as the second independent variable (X2), and Vocabulary Mastery as the dependent variable (Y). The study aims to determine whether reading habits significantly affect vocabulary mastery, whether student motivation significantly affects vocabulary mastery, and whether both independent variables simultaneously affect vocabulary mastery. Based on this background, the research provides empirical evidence concerning the relationship between students' reading behaviour, motivation, and vocabulary mastery. The results are expected to contribute to English language education by providing information that may assist teachers in developing learning activities that encourage both regular reading and sustained student motivation.

METHODOLOGY

This study employed a quantitative research approach using a survey design. A quantitative approach was selected because the study aimed to measure the relationships between reading habits, student motivation, and vocabulary mastery using numerical data and statistical analysis. The research examined Reading Habits (X1) and Student Motivation (X2) as independent variables and Vocabulary Mastery (Y) as the dependent variable. The participants of this study were senior high school students from SMA Negeri 1 Arjawinangun and SMA Negeri 1 Palimanan. The total number of respondents involved in the study was 238 students. The participants were selected using proportionate stratified random sampling. This sampling technique was used to ensure that students from the relevant groups or strata were represented in accordance with their proportion within the population. Three instruments were used to collect the data. The first instrument was a questionnaire measuring students' reading habits. The reading habits questionnaire consisted of 30 statements and was adapted from the indicators proposed by Day and Bamford (2002). The questionnaire was designed to obtain information about students' engagement in reading activities and their reading behaviour.

The second instrument was a student motivation questionnaire. This questionnaire was used to measure students' motivation in learning English. The items were designed to obtain information about students' willingness, effort, interest, and engagement in English learning activities. Both questionnaires used a Likert-type response scale as described in the research instrument section of the thesis. The third instrument was a vocabulary mastery test. The test was used to measure students' vocabulary knowledge and served as the dependent variable in the study. The vocabulary scores were subsequently analyzed together with the questionnaire results to determine the contribution of reading habits and student motivation to vocabulary mastery.

Before the main inferential analyses were conducted, prerequisite tests were performed to determine whether the data met the assumptions required for regression analysis. The normality test was conducted using the One-Sample Kolmogorov-Smirnov test on the unstandardized residuals. The test involved 238 observations and produced a significance value of .200, which was greater than the .05 significance level. Therefore, the residuals were considered normally distributed. Linearity tests were also conducted to examine whether the relationships between each independent variable and vocabulary mastery followed a linear pattern. For Reading Habits (X1) and Vocabulary Mastery (Y), the significance value for Linearity was .000 and the Deviation from

Linearity was .107. Because the deviation value was greater than .05, the relationship was considered linear.

Similarly, the linearity test for Student Motivation (X₂) and Vocabulary Mastery (Y) produced a significance value of .000 for Linearity and .157 for Deviation from Linearity. The deviation value exceeded .05, indicating that there was no significant departure from linearity and that the relationship between X₂ and Y could be represented using a linear model. The data were analyzed using SPSS version 25. Descriptive statistics were used to describe the distribution of the three variables. Multiple linear regression was then used to examine the effects of Reading Habits and Student Motivation on Vocabulary Mastery. Partial effects were evaluated using the t-test, while the simultaneous effect of the independent variables was examined using the F-test. The coefficient of determination (R²) was used to determine the proportion of variance in Vocabulary Mastery explained by Reading Habits and Student Motivation. The regression model was expressed as: $Y = 18.376 + 0.466X_1 + 0.322X_2$ where Y represents Vocabulary Mastery, X₁ represents Reading Habits, and X₂ represents Student Motivation. This study employed a quantitative survey research design to investigate the relationship between reading habits, student motivation, and vocabulary mastery at Senior High School. According to Creswel J. W. & Creswell, (2018), a survey design is appropriate when researchers aim to describe trends, attitudes, or relationships among variables in a population by collecting numerical data through questionnaires and tests. This design is suitable for the present study because it does not involve any treatment or experimental intervention, but rather focuses on examining naturally occurring variables and their relationships. In this study, data are collected at one point in time using questionnaires to measure students' reading habits and learning motivation, and a vocabulary test to measure students' vocabulary mastery. As stated by Sugiyono (2024) survey research allows researchers to obtain information from a large number of respondents efficiently and analyse it statistically. Therefore, this design enables the researcher to identify the degree to which reading habits (X₁) and student motivation (X₂) influence vocabulary mastery (Y), survey research is effective for identifying relationships among variables and for making generalizations within a certain population.

FINDINGS AND DISCUSSION

FINDINGS

1. Descriptive Statistics
2. Prerequisite Test
3. Hypothesis Testing
4. Multiple Linear Regression Analysis

Table 1: Data Description

Statistics				
		X1	X2	Y
N	Valid	238	238	238
	Missing	0	0	0
Mean		59.5798	59.77	65.38
Std. Error of Mean		.61614	.542	.395
Median		59.2350	60.00	65.00
Mode		45.03 ^a	53	65
Std. Deviation		9.50539	8.356	6.099
Variance		90.352	69.822	37.199
Skewness		.211	-.005	.654
Std. Error of Skewness		.158	.158	.158
Kurtosis		.007	-.864	2.036
Std. Error of Kurtosis		.314	.314	.314
Range		62.83	44	45
Minimum		34.60	41	50
Maximum		97.43	85	95
Sum		14180.00	14226	15561
a. Multiple modes exist. The smallest value is shown*				

The descriptive statistics show that all variables (X1, X2, and Y) are based on 238 valid observations with no missing data, indicating a complete dataset. The mean scores of X1 (59.58), X2 (59.77), and Y (65.38) suggest that respondents generally have moderate to relatively high values, with Y being the highest. The median values are very close to the means, indicating that the data are relatively symmetrical. In terms of variability, X1 has the highest standard deviation (9.51), followed by X2 (8.36) and Y (6.10), which means Y is the most consistent variable. The skewness values indicate that X1 and Y are slightly positively skewed, while X2 is nearly symmetrical. Furthermore, the kurtosis values show that X1 is approximately normal, X2 is flatter

than normal, and Y is more peaked. The minimum and maximum values also demonstrate that the data are well distributed. Overall, the data tend to be normally distributed with no extreme deviations, making them suitable for further statistical analysis.

In addition, the variance values further confirm the level of dispersion among the variables, with X1 (90.35) showing the greatest variability, followed by X2 (69.82) and Y (37.20), indicating that the data for Y are more homogeneous. The range values also support this finding, where X1 has the widest spread (62.83), compared to X2 (44) and Y (45). The mode values indicate the most frequently occurring scores, although X1 has multiple modes, suggesting some variation in frequently occurring values. Moreover, the relatively small standard errors of the mean for all variables indicate that the sample means are reliable estimates of the population means. Overall, these results demonstrate that while there is some variation across the data, it remains within a reasonable range, and the dataset can be considered stable and appropriate for further inferential statistical testing.

Table 2 :Normality Test

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		238
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	2.82714103
Most Extreme Differences	Absolute	.044
	Positive	.044
	Negative	-.025
Test Statistic		.044
Asymptotic Significance (2-tailed)		.200 ^{c,d}
a. Test Distribution is Normal		
b. Calculated from data		
c. Lilliefors Significance Correction		
d. This is a lower bound ...		

Based on the results of the normality test conducted on the residuals of the regression model using the One-Sample Kolmogorov–Smirnov procedure, an Asymp. Sig. (2-tailed) value of 0.200 was obtained from a sample size of 292 respondents. Given that this significance value

exceeds the predetermined threshold of 0.05 ($0.200 > 0.05$), it can be inferred that the residual data are normally distributed. Consequently, the regression model employed in the present study satisfies the assumption of normality, which constitutes one of the fundamental classical assumptions in regression analysis. Moreover, the Kolmogorov Smirnov test statistic of 0.043, together with the considerably small Most Extreme Differences, further indicates that the data do not deviate significantly from a normal distribution. Since the normality assumption has been adequately fulfilled, the linear regression analysis applied in this study is deemed appropriate, and the resulting findings can be regarded as reliable for the purposes of hypothesis testing. In addition, the relatively small value of the test statistic (0.044) indicates that the deviation between the empirical distribution of the residuals and the theoretical normal distribution is minimal. This suggests that the residuals are well aligned with the expected normal pattern. The small magnitude of the most extreme differences, both positive (0.044) and negative (-0.025), further supports the conclusion that there is no substantial discrepancy between the observed and expected distributions.

Table 3: Result of Linearity Test X1 on Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Significance
Y * X1	Between Groups	(Combined)	3243.422	32	101.357	3.729	.000
		Linearity	2095.693	1	2095.693	77.092	.000
		Deviation from Linearity	1147.729	31	37.024	1.362	.107
	Within Groups		5572.784	205	27.184		
	Total		8816.206	237			

The Linearity row's significance value of 0.000 is less than the significance threshold of $\alpha = 0.05$. With an F-value of 77.092, this result suggests that X1 and Y have a statistically significant linear connection. In contrast, there is no significant departure from linearity, as indicated by the departure from Linearity row's significance value of 0.107, which is greater than $\alpha = 0.05$. Additionally, the within-groups sum of squares (5,572.784) and the overall sum of squares (8,816.206) indicate that a significant amount of the data variance is confined within groups. Consequently, it can be said that the model is suitable for additional study and that the

assumption of linearity between X1 and Y is met. Furthermore, the significant F-value obtained in the linearity component ($F = 77.092$) indicates a strong linear association between the independent variable (X1) and the dependent variable (Y). This suggests that changes in X1 are systematically followed by changes in Y in a predictable linear manner. The strength of this relationship supports the use of linear modelling techniques in analysing the interaction between these variables. This disparity in sum of squares values indicates that the linear model captures the most meaningful and systematic portion of the variance, while the remaining unexplained variation does not follow any discernible non-linear pattern.

Table 4: Result of Linearity Test X2 on Y

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Significance
Y * X2	Between Groups	(Combined)	3410.165	33	103.338	3.900	.000
		Linearity	2324.959	1	2324.959	87.734	.000
		Deviation from Linearity	1085.206	32	33.913	1.280	.157
	Within Groups		5406.041	204	26.500		
	Total		8816.206	237			

The ANOVA table shows that the p-value in the Linearity row is 0.000, which is less than the significance level of $\alpha = 0.05$, based on the findings of the linearity test between variables X2 and Y. This finding implies that X2 and Y have a linear connection that is statistically significant. In the meanwhile, there is no significant departure from linearity since the significance value in the departure from Linearity row is 0.157, which is higher than $\alpha = 0.05$. Consequently, it can be said that the model is suitable for additional study and that the assumption of linearity between X2 and Y is met. Additionally, a significant and robust linear relationship between the independent variable (X2) and the dependent variable (Y) is shown by the F-value found in the linearity component ($F = 87.734$). This implies that there is a constant linear relationship between changes in X2 and corresponding changes in Y. The relationship's statistical significance and the suitability of using linear analytical methods are both supported by the size of this F-value.

In addition, the non-significant result in the Deviation from Linearity test (Sig. = 0.157) confirms that there is no substantial nonlinear pattern in the relationship between X2 and Y. This implies that the linear model adequately captures the relationship between the variables without requiring transformation or the inclusion of higher-order terms. Consequently, the assumption of linearity is upheld, and the data structure is well suited for linear regression analysis.

Table 5: Result of Multicollinearity Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Significance	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.376	1.684		10.913	.000		
	X1	.466	.019	.726	23.881	.000	.990	1.010
	X2	.322	.022	.442	14.531	.000	.990	1.010
a. Dependent Variable: Y								

The Coefficients table, specifically the Collinearity Statistics column, is used to evaluate multicollinearity. Both variable X1 and variable X2 have a tolerance value of 0.990 and a variance inflation factor (VIF) of 1.010, respectively. The VIF values are much below the maximum limit of 10, with both values being quite near to 1, and the tolerance values for both variables beyond the threshold of 0.10. This suggests that the independent variables do not significantly correlate with one another. As a result, the multicollinearity assumption has been met and the regression model is free of multicollinearity. Additionally, each independent variable has a relatively low degree of shared variance with the other predictor, as indicated by the tolerance values of 0.990 for both X1 and X2. This implies that each of the explanatory variables contributes to the dependent variable on its own. The stability of the regression coefficients is strengthened and the chance of estimation process distortion is decreased when there is little to no overlap between the independent variables. The results show that each variable offers distinct and significant information in explaining the variance in the dependent variable; VIF values near 1 suggest limited

correlation across predictors. This requirement guarantees that the regression model yields accurate coefficient estimates and sound statistical conclusions.

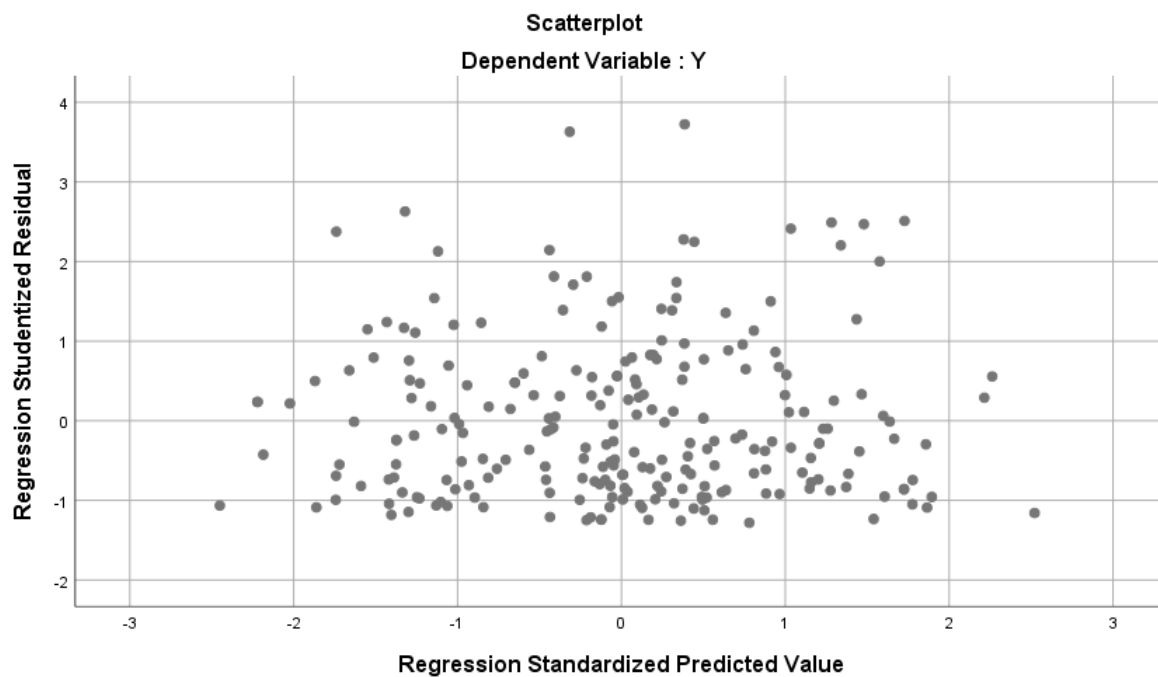


Figure 1 : Result of Heteroscedasticity Test

The data points are randomly distributed around the horizontal axis at zero in the scatterplot of standardized residuals against standardized projected values for the dependent variable Y, lacking any discernible or consistent pattern. The variance of the residuals is constant across all levels of the projected values, according to this random distribution. Furthermore, the lack of a clear curved or funnel-shaped pattern indicates that heteroscedasticity is not present. The idea of homoscedasticity is further supported by the residuals' seemingly equal distribution above and below the zero line. Consequently, the assumption of homoscedasticity is satisfied by the regression model, and no significant violations are found. A more thorough inspection of the scatterplot further reveals that the data points are dispersed across the entire range of standardized predicted values without any noticeable systematic clustering or directional trend. The vertical spread of the residuals remains relatively consistent whether the standardized predicted values are negative, near zero, or positive, which is the defining characteristic of a homoscedastic error structure.

Table 6: Result of T Test

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Significance	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.376	1.684		10.913	.000		
	X1	.466	.019	.726	23.881	.000	.990	1.010
	X2	.322	.022	.442	14.531	.000	.990	1.010
a. Dependent Variable: Y								

With a t-value of 23.881 and a significance level of 0.000, the partial test (t-test) findings show that the coefficient for X1 is 0.466, which is less than $\alpha = 0.05$. A one-unit rise in X1 results in a 0.466 increase in Y, indicating that X1 has a positive and statistically significant partial influence on Y. Additionally, the standardized beta value of 0.726 shows that X1 has a comparatively larger impact on Y than X2. In the meanwhile, X2 likewise has a positive and statistically significant partial influence on Y, with a coefficient of 0.322, a t-value of 14.531, and a significance threshold of $0.000 < 0.05$. A one-unit rise in X2 causes Y to increase by 0.322. The impact of X2 on Y is comparatively smaller than that of X1, according to the standardized beta value of 0.442. Consequently, it may be said that both independent variables have a substantial partial influence on the dependent variable Y, and the t-test findings support the model's significance. The comparative analysis of the standardized beta coefficients offers a particularly informative perspective on the relative contributions of the two independent variables to the prediction of Vocabulary Mastery. The standardized beta value of X1 (.726) is notably higher than that of X2 (.442), indicating that Reading Habits exerts a stronger influence on Vocabulary Mastery when both variables are considered simultaneously within the same regression model.

Table 7: Result of F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Significance
1	Regression	6921.930	2	3460.965	429.360	.000^b
	Residual	1894.276	235	8.061		
	Total	8816.206	237			
a. Dependent Variable: Y						
b. Predictors: (constant) X2.X1...						

The computed F-value of 429.360, with a significance level of 0.000, is significantly less than the significance threshold of $\alpha = 0.05$, according to the findings of the simultaneous test using ANOVA. This result indicates the statistical significance of the regression model. Additionally, the model can account for a significant amount of the variability in the dependent variable because the Sum of Squares for Regression (6,921.930) is significantly higher than the Sum of Squares for Residuals (1,894.276). Thus, it may be said that the dependent variable Y is significantly impacted by variables X1 and X2 at the same time. As a result, the regression model is suitable for additional study and may be regarded as a satisfactory match. Additionally, with a total degree of freedom of 237, the ANOVA results show that the Mean Square Regression of 3,460.965 significantly surpasses the Mean Square Residual of 8.061. This shows that the total amount of variation described by the regression model much exceeds the amount of variation within the model that cannot be explained. As a result, it can be shown that the regression model has good predictive power and is suitable for use as an analytical tool to explain how variables X1 and X2 simultaneously affect the dependent variable Y.

Table 8: Result of Multiple Linear Regression Test

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Significance	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	18.376	1.684		10.913	.000		
	X1	.466	.019	.726	23.881	.000	.990	1.010
	X2	.322	.022	.442	14.531	.000	.990	1.010
a. Dependent Variable: Y								

The equation that arises from the multiple linear regression analysis is $Y = 18.376 + 0.466X_1 + 0.322X_2$. The constant term of 18.376 shows that the expected value of Y is 18.376 when X1 and X2 are both equal to zero. A one-unit rise in X1 will result in an increase of 0.466 in Y, provided that X2 stays constant, according to the regression coefficient for X1 (0.466), which shows a positive association. Additionally, this coefficient shows that X1 influences Y more than X2. Similar to this, the regression coefficient for X2 (0.322) shows a positive association, meaning that, under the assumption that X1 stays constant, an increase of one unit in X2 results in an increase of 0.322 in Y; however, this impact is comparatively lower than that of X1. Additionally, the comparatively tiny standard errors for X1 (0.019) and X2 (0.022) indicate that the computed regression coefficients are accurate and dependable. Thus, based on X1 and X2, it may be said that the multiple linear regression model is adequate, relevant, and valid for predicting the dependent variable Y. Additionally, both independent variables, X1 and X2, have a statistically significant partial influence on the dependent variable Y, according to the t-test findings. The significant values for X1 and X2, which are both 0.000 and so below the $\alpha = 0.05$ criterion, serve as proof of this.

DISCUSSION

1. The Effectiveness of Reading Habits on Vocabulary Mastery, the result of the t-test showed that reading habits had a significant effect on students' vocabulary mastery because the significance value was 0.000, which was lower than 0.05. This means that H1 was accepted and H0 was rejected. Therefore, reading habits significantly influence students' vocabulary mastery. This finding indicates that students who have better reading habits tend to achieve higher vocabulary mastery. Students who read English texts regularly are exposed to new words more frequently. As a result, they become more familiar with word meanings, spelling, pronunciation, and word usage in different contexts. Continuous exposure to vocabulary through reading helps students remember and understand vocabulary more effectively. This finding is consistent with the theory proposed by Nation (2022), who stated that repeated exposure to vocabulary through reading improves vocabulary acquisition. It also supports the study conducted by Abid et al. (2023), which found that students with better reading habits tend to achieve better English learning outcomes. Therefore, reading habits can be considered an important factor in improving students' vocabulary mastery.
2. The Effectiveness of Student Motivation on Vocabulary Mastery, the t-test result also showed that student motivation had a significant effect on vocabulary mastery. The significance value was 0.000, which was lower than 0.05. Therefore, H2 was accepted, indicating that student motivation significantly affects vocabulary mastery. This result means that highly motivated students tend to learn vocabulary more actively than students with low motivation. Motivated students usually spend more time studying English, reviewing vocabulary, completing assignments, and practicing independently. Consequently, they obtain better vocabulary mastery. This finding supports Self-Determination Theory by Deci and Ryan (2020), which explains that motivation encourages learners to persist in learning activities. It is also consistent with Lee (2022), who reported that motivated learners use more effective vocabulary learning strategies and achieve better vocabulary knowledge. Based on these findings, student motivation plays an important role in improving vocabulary mastery among senior high school students.

3. The Simultaneous Effectiveness of Reading Habits and Student Motivation on Vocabulary Mastery, the present study found that reading habits and student motivation simultaneously have a significant effect on students' vocabulary mastery. This finding is supported by the F-test result, which produced an F-value of 429.360 with a significance value of 0.000, which is lower than the significance level of 0.05. Therefore, H3 was accepted, indicating that reading habits and student motivation together significantly influence students' vocabulary mastery. Furthermore, the coefficient of determination (R^2) was 0.785, meaning that 78.5% of the variation in students' vocabulary mastery can be explained by reading habits and student motivation. Meanwhile, the remaining 21.5% is influenced by other variables that were not examined in this study, such as learning strategies, teaching methods, intelligence, language exposure, family support, and the learning environment. The findings indicate that vocabulary mastery is not determined by only one factor. Students need both good reading habits and high learning motivation to achieve better vocabulary mastery. Reading habits help students encounter new vocabulary repeatedly through books, articles, and other English texts. At the same time, learning motivation encourages students to continue practicing English, reviewing vocabulary, and actively participating in learning activities. When these two factors are combined, students have greater opportunities to improve their vocabulary mastery. The regression equation $Y = 18.376 + 0.466X_1 + 0.322X_2$ also supports these findings. The coefficient of 0.466 indicates that every one-unit increase in reading habits increases vocabulary mastery by 0.466, while the coefficient of 0.322 indicates that every one-unit increase in student motivation increases vocabulary mastery by 0.322, assuming the other variable remains constant. This shows that both independent variables positively contribute to vocabulary mastery. Moreover, the standardized beta coefficients demonstrate that reading habits ($\beta = 0.726$) have a stronger influence on vocabulary mastery than student motivation ($\beta = 0.442$).

CONCLUSION

Drawing upon finding of study several pertinent conclusions can be formulated regarding the influence of reading habits and student motivation at vocabulary mastery. The statistical analysis indicates that students' reading habits contribute positively to the development of vocabulary mastery. (Y). The result suggests that motivation encourages students to participate more actively in the learning process. tend to exhibit superior vocabulary knowledge. Reading provides learners with continuous exposure to new lexical items within meaningful contexts, thereby enabling them not only to recognise the semantic meaning of words but also to comprehend their pragmatic usage across various situations. Such repeated exposure plays a pivotal role in reinforcing vocabulary retention and overall comprehension. Moreover, the statistical results indicate that reading habits exert the strongest influence among the independent variables examined, suggesting that reading constitutes the most dominant factor affecting vocabulary mastery within the scope of this study.

Secondly, student motivation (X2) is likewise found to exert a significant positive effect on vocabulary mastery. This finding implies that motivation plays a vital role in stimulating students to actively engage in learning activities. Highly motivated students are more inclined to practise vocabulary, participate in learning tasks, and persist in overcoming academic challenges. Nevertheless, the regression results reveal that the contribution of motivation is comparatively smaller than that of reading habits. This indicates that, although motivation is indispensable, it predominantly functions as a supporting factor that enhances the effectiveness of learning rather than serving as the primary source of vocabulary acquisition.

Thirdly, the results of the simultaneous analysis (F-test) indicate that reading habits and student motivation, when considered together, exert a significant effect on vocabulary mastery. This finding affirms that the two variables interact and complement each other in shaping students' vocabulary development. Students who possess well-established reading habits coupled with high levels of motivation tend to attain superior vocabulary mastery in comparison with those who lack both attributes. This further demonstrates that vocabulary mastery is influenced by both behavioural factors (reading habits) and psychological factors (motivation). Furthermore, the regression model employed in this study demonstrates a substantial degree of explanatory power, indicating that a considerable proportion of the variance in vocabulary mastery can be accounted for by reading habits and student motivation. This implies that these two variables

serve as key predictors of students' vocabulary learning outcomes. However, it is equally important to acknowledge that additional factors such as instructional methods, learning environment, and individual differences may also contribute to vocabulary mastery.

In conclusion, this study substantiates that reading habits and student motivation constitute significant determinants of vocabulary mastery. Nevertheless, reading habits emerge as the most influential factor, whereas motivation assumes a supportive role in enhancing learning effectiveness. Accordingly, efforts to improve students' vocabulary mastery should encompass not only the enhancement of student motivation but also the cultivation of consistent and meaningful reading habits.

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