

A Study on the Relationship Between Reading Habits and English Reading Comprehension of Tenth Grade Students of Broadcasting Department at Smk Negeri 2 Kupang in the Academic Year 2025/2026

Yuliana Darlin Basri^{1*}, Alexander H. Kabelen², Antonia Tefa³

Universitas Nusa Cendana Kupang

DOI:

<https://doi.org/10.47134/jpbi.v3i3.2826>

*Correspondence: Yuliana Darlin Basri

Email: yulianadarlin64@gmail.com

Received: 28-05-2026

Accepted: 09-06-2026

Published: 17-07-2026



Copyright: © 2026 by the authors. Submitted for open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license

(<http://creativecommons.org/licenses/by/4.0/>).

Abstract: This study aimed to determine the relationship between students' reading habits and their reading comprehension in English at Grade X Broadcasting Department of SMK Negeri 2 Kupang in the Academic Year 2025/2026. This study employed a descriptive qualitative method. The participants of the study were ten students of Grade X Broadcasting who were selected based on several criteria, including their reading habits, reading abilities, participation in classroom activities, and willingness to participate in the interview process. The data were collected through classroom observation and semi-structured interviews. The data were analyzed using Miles and Huberman's interactive model, which consists of data reduction, data display, and conclusion drawing. The findings showed that students had different reading habits in terms of reading interest, reading frequency, types of reading materials, and reading strategies. The observation results indicated that students who were able to read texts fluently, clearly, and confidently generally demonstrated better comprehension of the texts. Meanwhile, students who experienced difficulties in reading also faced difficulties in understanding the content of the texts. The interview results revealed that students who read more frequently tended to have better vocabulary knowledge, used effective reading strategies, and found it easier to understand English texts. In contrast, students who rarely read

reported difficulties related to limited vocabulary and lack of reading practice. Based on the observation and interview findings, the study concluded that there was a relationship between students' reading habits and their reading comprehension in English.

Keywords: Reading Habits, Reading Comprehension

Introduction

Reading is one of the most fundamental skills in learning English as a Foreign Language (EFL). Through reading, learners are exposed to comprehensible input that supports vocabulary acquisition, language development, and reading comprehension.

Reading is one of the most fundamental skills in learning English as a Foreign Language (EFL). Several previous studies have consistently reported that reading habits positively influence students' reading comprehension. [Gunawan \(2026\)](#) found that establishing regular reading habits plays a crucial role in enhancing students' overall reading proficiency and comprehension skills. Likewise, [Ramadhan et al. \(2021\)](#) argued that regular reading activities contribute to vocabulary acquisition, which subsequently supports reading comprehension and the development of other English language skills. Although these studies consistently emphasize the positive contribution of reading

habits, they mainly adopted quantitative approaches to examine statistical relationships between variables. Consequently, little attention has been paid to understanding how students' reading habits are reflected in their actual reading experiences and how these habits contribute to reading comprehension in authentic classroom contexts. Furthermore, previous studies have largely focused on general secondary school students, while research involving vocational high school students particularly those in Broadcasting programs, remains limited. This gap indicates the need for further qualitative investigation to obtain a deeper understanding of the relationship between students' reading habits and their reading comprehension in vocational education. Through reading, learners are exposed to extensive input that promotes linguistic proficiency and comprehension ([Renandya et al., 2021](#)).

Therefore, reading competence is considered a key component of successful English language learning. One of the factors that may influence students' reading comprehension is their reading habits. Reading habits refer to the frequency, consistency, and regularity with which students engage in reading activities. Students with good reading habits tend to comprehend texts more effectively because they are familiar with vocabulary patterns, text structures, and inference-making strategies developed through continuous reading practice ([Amrina & Kamilah, 2016](#)). In contrast, students with poor reading habits often experience difficulties in identifying main ideas, understanding implied meanings, and connecting information within a text due to their limited exposure to reading materials ([Sofia, 2021](#)). These findings suggest that reading habits play an important role in supporting students' reading comprehension, particularly among EFL learners.

Strengthen the literature synthesis by comparing previous studies and identifying unresolved issues. [Yilmaz et al. \(2009\)](#) reported that students with higher reading frequency demonstrated better reading comprehension and general knowledge acquisition than those who read less frequently. Similarly, [Ünalán \(2006\)](#) found that good reading habits directly contribute to students' reading comprehension, vocabulary development, and independent learning success. These studies indicate that regular reading activities positively influence students' ability to understand English texts. However, most previous studies have primarily employed quantitative approaches to examine the statistical relationship between reading habits and reading comprehension. Consequently, limited attention has been given to exploring how students' reading habits are reflected in their reading experiences and how these habits relate to their comprehension of English texts in authentic learning contexts. In addition, studies focusing on vocational high school students, particularly those in Broadcasting programs, remain limited, despite the fact that these students are required to understand various English texts such as news articles, broadcasting scripts, captions, and other media-related materials.

Initial observations conducted at SMK Negeri 2 Kupang, particularly among Grade X students of the Broadcasting Department, revealed that most students rarely read English texts outside classroom activities. Only a small number of students consistently read English books, articles, or other reading materials to improve their reading knowledge and skills. Furthermore, the English teacher observed noticeable differences in students' reading

abilities, especially in identifying main ideas, understanding text content, and interpreting implied information. These conditions indicate variations in students' reading habits, which may be associated with differences in their reading comprehension. Therefore, further investigation is needed to obtain a deeper understanding of the relationship between students' reading habits and their reading comprehension in the context of English language learning at vocational high schools.

Based on the issues described above, this study aims to explore the relationship between students' reading habits and their English reading comprehension among Grade X students of the Broadcasting Department at SMK Negeri 2 Kupang in the 2025/2026 academic year. This study is expected to contribute to the existing literature on reading habits and reading comprehension in the EFL context, particularly at vocational high schools. In addition, the findings are expected to provide valuable insights for English teachers in designing learning strategies that encourage students to develop positive reading habits, thereby supporting the improvement of their English reading comprehension.

Methodology

This study employed a qualitative approach using a case study design to explore the relationship between students' reading habits and their English reading comprehension in a real classroom context. A qualitative case study was considered appropriate because it allows researchers to gain an in-depth understanding of a phenomenon within its natural setting ([Creswell & Poth, 2018](#); [Yin, 2018](#)).

The study was conducted at SMK Negeri 2 Kupang, East Nusa Tenggara, Indonesia, during the 2025/2026 academic year. The participants were Grade X students of the Broadcasting Department. The class consisted of 31 students. To obtain rich and relevant information, ten students were selected as interview participants using purposive sampling. The selection was based on several criteria, including students' reading habits, reading ability, classroom participation, and willingness to participate in the study. These criteria enabled the researcher to collect detailed information relevant to the research objective.

Two data collection techniques were employed: classroom observation and semi-structured interviews. Classroom observation was conducted during English lessons using a non-participant observation approach. The researcher observed students' engagement in reading activities, their reading performance, participation during classroom discussions, responses to reading tasks, and difficulties encountered while comprehending English texts. The observation findings were recorded using observation notes.

Semi-structured interviews were conducted with the ten selected participants to obtain more detailed information regarding their reading habits and reading comprehension. The interview protocol consisted of open-ended questions concerning students' reading frequency, reading motivation, preferred reading materials, challenges encountered while reading English texts, and strategies used to understand reading materials. The interviews were conducted in Indonesian to enable participants to express their opinions clearly and naturally. Each interview was audio-recorded with participants' consent and subsequently transcribed for analysis.

The collected data were analyzed using the interactive model proposed by Miles and Huberman (1994), which consists of three stages: data reduction, data display, and conclusion drawing and verification. During data reduction, the researcher selected, organized, and categorized important information obtained from classroom observations and interview transcripts into meaningful themes. In the data display stage, the categorized data were presented descriptively to facilitate the identification of recurring patterns related to students' reading habits and reading comprehension. Finally, conclusions were drawn and continuously verified by comparing information obtained from different data sources throughout the research process.

To ensure the academic rigor and quality of this qualitative inquiry, the researcher established trustworthiness based on the criteria proposed by Lincoln and Guba (1985), which include credibility, transferability, dependability, and confirmability.

- **Credibility (Internal Validity):** Credibility was ensured through data triangulation and member-checking. The researcher triangulated the data by cross-verifying the information obtained from classroom observation field notes with the verbatim responses from student interviews. Additionally, member-checking was conducted by showing the transcribed interview data back to the participants to confirm that the transcriptions accurately reflected their original meanings and perspectives.
- **Transferability (External Validity):** Transferability was achieved by providing a dense, rich, and highly contextualized description (*thick description*) of the research setting at SMK Negeri 2 Kupang, the background of the tenth-grade Broadcasting students, the purposive sampling criteria, and the classroom dynamics. This detailed context allows future researchers to assess whether the insights can be applied or transferred to similar vocational education contexts.
- **Dependability (Reliability):** Dependability was maintained through a clear and traceable audit trail. The researcher documented the entire research process chronologically, including how the field notes were gathered, how the open-ended interview protocols were structured, and how the data coding was executed. This transparency ensures that if another researcher follows the same analytical track, they can understand how the findings were derived.
- **Confirmability (Objectivity):** Confirmability was established by minimizing personal bias during data interpretation. The researcher ensured that the emerging themes and final conclusions were rooted directly in the raw data of the transcripts and observation notes, rather than the researcher's personal assumptions. An external peer review or discussion with the thesis advisors acted as an additional check to verify that the findings accurately represented the participants' authentic experiences.

Participation in this study was strictly voluntary. Prior to the data collection process, formal administrative approval was obtained from the headmaster of SMK Negeri 2 Kupang. The researcher then conducted a briefing session to explain the research objectives, procedures, and potential risks to the participants and their English teacher. Written informed consent was explicitly obtained from all

participants, and since the students were minors under the school's supervision, parental acknowledgement or institutional consent via the school was secured. Participants were informed of their absolute right to withdraw from the study at any point without any academic penalty. To ensure privacy and data security, participants' identities were entirely anonymized through the use of pseudonyms (e.g., Student 1, Student 2) across all observation records, interview transcripts, and final research reports.

The data supporting the findings of this study consist of classroom observation notes, interview recordings, and interview transcripts. These data are not publicly available because they contain information that may compromise participants' privacy; however, anonymized data may be made available by the corresponding author upon reasonable request for academic purposes.

Result and Discussion

The Relationship Between Students' Reading Habits And Their Reading Comprehension.

The researcher aims to present the findings to answer the research problem stated in Chapter I, namely how the relationship between students' reading habits and their ability to comprehend English texts. To address this problem, the researcher used two types of data: data obtained from observations during the learning process and data obtained from interviews with students. The observation data were used to directly examine students' reading ability and comprehension, while the interview data were used to explore students' reading habits in greater depth.

a. Observation

The classroom observation demonstrated clear differences in students' English reading performance. Among the 18 students who attended the lesson, five students read the descriptive text fluently, confidently, and accurately answered the teacher's comprehension questions. Four students were able to read the text but still experienced hesitation and provided incomplete responses, while the remaining nine students struggled to read the text aloud and were unable to answer most of the comprehension questions. These findings suggest that students' reading performance differed considerably according to their ability to decode the text and construct meaning from it.

The observation findings are consistent with [Amrina and Kamilah \(2016\)](#), who argue that reading comprehension is an interactive process where familiarity with vocabulary patterns and text structures directly facilitates meaning construction. Students who read fluently in this study were also able to identify the main ideas and supporting details, indicating that mechanical fluency and regular language exposure eased the cognitive burden of text interpretation. In contrast, students who frequently hesitated while reading often failed to answer comprehension questions correctly because their attention was strictly focused on decoding individual words rather than understanding the overall meaning of the text.

The present findings are also supported by [Yilmaz et al. \(2009\)](#), who reported that learners with a higher reading frequency and stronger reading habits generally demonstrated significantly better reading comprehension because regular engagement with texts builds baseline vocabulary knowledge and reading confidence. Similarly, the students in the present study who appeared more confident during classroom reading activities also demonstrated stronger comprehension of the descriptive text layout.

However, this study also differs from [Yilmaz et al. \(2009\)](#) in several respects. The study by Yilmaz et al. utilized quantitative methods and scale development to examine statistical reading frequencies among large groups, whereas the present research employed a qualitative case study specifically involving vocational high school students in a practical classroom setting. Rather than measuring correlation coefficients, this study explored how differences in reading performance emerged naturally during vocational classroom interactions and were further explained through students' interview responses. This qualitative approach provides a much richer context of how vocational reading habits are reflected in actual classroom behaviour.

Another important finding from the observation is that students who struggled to read aloud also demonstrated limited comprehension. This indicates that reading comprehension problems cannot be viewed solely as cognitive difficulties but are closely associated with insufficient reading practice, limited vocabulary, and low confidence in reading English texts. Therefore, the observation findings provide qualitative evidence that regular engagement with reading activities contributes to better reading performance and comprehension.

From a theoretical perspective, these findings reinforce the literacy frameworks proposed by [Amrina and Kamilah \(2016\)](#), which emphasize that successful text processing develops through continuous, active interaction between readers and texts. From a practical perspective, English teachers should provide students with more opportunities to practise reading aloud, expand vocabulary through repeated exposure to meaningful texts, and create classroom environments that encourage active participation in reading activities. Such practices may gradually improve both reading fluency and reading comprehension among vocational high school students.

b. Data Analysis Based on Interview

In this section, the researcher will further explain the results of the data analysis obtained from the interviews regarding students' reading habits and reading comprehension. Before presenting the analysis of each interview question, the researcher would like to clarify that the number of 10th-grade Broadcasting students at SMK Negeri 2 Kupang is 31. However, at the time of the study, only 18 students were present and participating in learning activities. From the 18 students, the researcher selected 10 students as The results of the interviews were then translated into English for the purpose of writing this research.

Furthermore, the interview questions are divided into two main themes, namely reading habits and reading comprehension. In total, there are 8 interview questions, consisting of 4 questions on reading habits and 4 questions on reading comprehension. The reading habits theme focuses on students' reading frequency, types of reading materials, interest in reading, and strategies used while reading. Meanwhile, the reading comprehension theme focuses on students' ability to understand English texts, including the difficulties they face and their perceptions of the relationship between reading habits and comprehension. The results of the interviews are then analyzed based on each question as follows:

Reading Habits

To obtain more detailed information, the researcher asked several questions related to reading habits as follows:

Question 1. Are you interested in reading English texts?

Based on the interview results, it was found that students have varied responses regarding their interest in reading English texts "my school library"

Table 1.1 You Interested in Reading English Texts

Question	Answer
<i>The researcher :Are you interested in reading English texts? Why?</i>	Student1: "Interested, it adds knowledge and helps me learn new things." Student 2 : "Less interested, it is difficult and boring To understand" Student 3: "Interested, because I like reading Certain Texts like stories." Student 4 : "Quite interested, because sometimes it is useful for learning." Student 5: "Less interested, it is difficult to understand the meaning" Student 6: "Not very interested, it feels difficult and boring to read." Student 7: "Interested, it adds vocabulary and improves My English." Student 8: "Quite interested, beca-use it can help me understand lessons." Student 9: "Interested, especially when the text is interesting like short stories." Student 10: "Not interested, it is difficult and confusing to understand."

The interview findings revealed considerable variation in students' interest in reading English texts. Four students expressed strong interest because reading increased their knowledge, vocabulary, and enjoyment of English stories. Two students reported moderate interest, while four students admitted that they were not interested because they considered English texts difficult and confusing. These findings indicate that reading interest is an important component of students' reading habits and may influence the frequency with which they engage in reading activities.

This finding supports the empirical study conducted by Sari (2018), which discovered that EFL students develop a sustainable reading habit primarily when the

instructional texts align with their personal interests and hobbies, such as short stories, novels, or interactive narrative contents, rather than rigid academic coursebooks. Similar patterns were observed in the present study, where students who enjoyed reading stories demonstrated significantly greater intrinsic motivation to read English texts than those who perceived reading as an academic burden or a confusing task.

The findings are also consistent with the literacy evaluation by Pratama (2020), who explains that affective learner attributes—specifically reading interest and positive personal attitudes toward text engagement—are the foundational driving forces behind overall reading frequency. Students who possess a higher initial reading interest naturally invest more time interacting with textual materials, which automatically accelerates their baseline vocabulary acquisition and reinforces long-term comprehension skills.

Nevertheless, a notable difference emerged between the present study and previous empirical research. While Sari (2018) highlighted that modern digital environments and open leisure spaces naturally encourage students to read more frequently in their free time, most vocational high school participants in the present study still reported limited reading engagement despite having daily access to smartphones and online resources. This suggests that access to technology alone does not automatically develop positive reading habits. Students also require active pedagogical scaffolding from teachers, attractive specialized reading materials, and structured classroom reading routines to effectively foster their intrinsic motivation.

Theoretically, these findings strengthen the argument that reading interest functions as an essential motivational factor that encourages repeated interaction with texts, ultimately supporting reading comprehension. Practically, English teachers should select reading materials that match students' interests, such as short stories, popular science texts, and digital reading resources, in order to increase students' motivation and establish sustainable reading habits.

Question 2 . How often do you read English texts?

Based on the interview results, it was found that each student has a different reading frequency, which is related to their experience and process in understanding texts.

Table 1.2 Students' Frequency of Reading English Texts

Question	Answer
<i>How often do you read English texts?</i>	<i>Student 1: "Three times a week"</i>
	<i>Student 2: "Rarely, only when there is an assignment"</i>
	<i>Student 3: "Only when there is an assignment"</i>
	<i>Student 4: "Three times a week"</i>
	<i>Student 5: "Rarely, occasionally"</i>
	<i>Student 6: "Only during classroom lessons"</i>
	<i>Student 7: "Almost every day, especially from the internet"</i>
	<i>Student 8: "Quite often, not every day"</i>
	<i>Student 9: "Quite often"</i>
	<i>Student 10: "Very rarely"</i>

The interview findings showed that students demonstrated different levels of reading frequency. Only one student reported reading English texts almost every day, two students read approximately three times a week, two students stated that they read quite often, while the remaining five students admitted that they read English texts only occasionally or when required by classroom assignments. These differences were reflected in the classroom observation, where students with more frequent reading habits generally showed greater confidence, better reading fluency, and more accurate responses to comprehension questions.

The findings are consistent with the study conducted by Iftanti (2012), who reported that EFL students who establish a regular, repetitive reading frequency achieve superior textual understanding because continuous exposure helps them build a strong automated vocabulary bank and master sentence flow. Likewise, the present study found that vocational students who reported reading more frequently demonstrated stronger comprehension during classroom activities than those who rarely engaged with English texts.

Similar patterns were also highlighted by Abidin et al. (2012), who concluded that the actual frequency of interacting with target texts serves as a vital pillar for student confidence and comprehension depth. Their study demonstrated that structured reading frequencies effectively reduce cognitive reading anxiety and improve conceptual interpretation by allowing a steady focus on context. The qualitative evidence in the present study supports this conclusion by showing that students who frequently read English texts were more capable of identifying main ideas and responding appropriately to comprehension questions.

However, the present findings also reveal an important difference from previous empirical research. While Iftanti (2012) and Abidin et al. (2012) investigated general reading frequency and habits using larger statistical quantitative surveys across general education sectors, this study explored students' reading frequency through direct classroom observation and semi-structured interviews within a specific vocational high school context. Consequently, the present study explains not only that frequent reading is associated with better comprehension but also illustrates how students' reading habits are reflected in their real confidence, active reading fluency, and spontaneous classroom participation.

From a theoretical perspective, these findings strengthen the view that repeated interaction with texts gradually develops reading competence through continuous vocabulary acquisition and meaning construction. From a practical perspective, English teachers should encourage students to establish regular reading routines beyond classroom activities. Even short daily reading sessions using appropriate English materials may gradually improve students' vocabulary, confidence, and reading comprehension.

Question 3. What Types Of English Reading Materials Do You Usually Read?

Based on the interview results, it was found that students read various types of English texts, although some students do not show a specific interest in any particular type of reading material.

Table 1.3 Types Of English Reading Materials Do You Usually Read

Question	Answer
<i>The researcher: What types of English reading materials do you usually read?</i>	Student 1: "Short stories" Student 2: "Textbooks" Student 3: "Textbooks and recount texts" Student 4: "short stories and textbooks" Student 5: "Short articles" Student 6: "Textbooks" Student 7: "Storytelling and short stories" Student 8: "Short stories" Student 9: "Short stories" Student 10: "There are no English books that I like"

The findings indicate that students read different kinds of English materials. Short stories were the most preferred reading materials, followed by textbooks, recount texts, short articles, and online stories. Nevertheless, one student reported having no interest in any English reading material. This variation suggests that students' reading experiences depend not only on reading frequency but also on the diversity of texts they encounter.

These findings support the study conducted by Day and Bamford (2002), who found that Indonesian EFL students preferred reading enjoyable, relatable, and meaningful materials such as short stories and digital narrative fiction rather than relying solely on traditional language textbooks. Students were generally more motivated to read when the reading materials matched their personal interests. Similar patterns appeared in the present study, where students who frequently read stories showed stronger motivation and demonstrated better comprehension during classroom activities.

The findings are also consistent with the extensive framework proposed by Renandya and Day (2020), who argued that exposure to various reading materials enriches students' vocabulary bank and broadens their understanding of different text structures. Students who experience multiple genres become more familiar with different organizational patterns and language features, making comprehension easier when encountering unfamiliar texts.

Nevertheless, one distinctive finding of this study is that many students still depended heavily on textbooks provided by teachers. Unlike previous studies, which reported that students actively explored digital reading resources independently, several participants in this study admitted that they rarely read outside compulsory school assignments. This difference may reflect the learning context of vocational high school students, whose reading activities remain strongly influenced by classroom instruction rather than independent learning habits.

Theoretically, these findings reinforce the view that exposure to diverse reading materials contributes to vocabulary growth and schema development, both of which facilitate reading comprehension. Practically, teachers should diversify classroom reading resources by combining textbooks with short stories, magazines, online articles, and authentic reading materials that correspond to students' interests and vocational backgrounds.

Question 4. What do you usually do when you encounter words that you do not understand while reading?

Based on the interview results, it was found that students use different strategies when they encounter difficult words while reading English texts.

Table 1.4 Students' Reading Strategies

Question	Answer
<i>The researcher: What do you usually do when you find difficult words?</i>	Student 1: "Guess and look it up in a dictionary/Google Translate" Student 2: "Look up the meaning in Google Translate" Student 3: "Find the meaning in a dictionary/Google Translate" Student 4: "Look for the meaning in a dictionary/Google Translate" Student 5: "Look for the meaning in Google Translate" Student 6: "Just leave it" Student 7: "Look for the meaning in Google Translate, then understand it" Student 8: "Look up the meaning in Google Translate" Student 9: "Look for the meaning in Google Translate" Student 10: "Usually do not look for the meaning"

The interview findings revealed that most students attempted to overcome unfamiliar vocabulary by using dictionaries or Google Translate. Eight students reported checking the meanings of difficult words before continuing to read, whereas two students admitted that they usually ignored unfamiliar words and continued reading without attempting to understand them. These different strategies influenced students' comprehension during classroom activities.

These findings are consistent with Li and Gan (2022), who found that self-regulated reading strategies and vocabulary knowledge play important roles in improving English reading comprehension. Their study showed that learners who actively monitored their understanding, solved vocabulary problems, and regulated their reading process demonstrated better reading comprehension than those who used fewer reading strategies.

The present findings support this conclusion because students who actively searched for the meanings of unfamiliar words generally showed greater confidence and more accurate comprehension than those who ignored unfamiliar vocabulary. However, this study also revealed that many students relied heavily on Google Translate instead of applying contextual guessing or inferencing strategies. This suggests that students still need guidance in developing independent reading strategies so that they can construct meaning from context rather than depending primarily on direct translation.

From a theoretical perspective, these findings indicate that strategic reading behaviour functions as an important mechanism linking reading habits and reading comprehension. Students who frequently engage in reading are more likely to develop effective strategies for monitoring comprehension and solving vocabulary problems, which ultimately contributes to better understanding of English texts. Therefore, English teachers should explicitly teach reading strategies such as predicting, contextual guessing, monitoring comprehension, and summarising to help students become more independent and effective readers.

Reading Comprehension

Therefore, after discussing students’ reading habits, the next section presents the interview results related to students’ reading comprehension. This section focuses on how students understand the given English texts as well as the difficulties they experience in the process of comprehending the text.

Question 1. What difficulties do you usually face when reading English texts?

Based on the interview results, it was found that students experience various difficulties when reading English texts, especially those related to vocabulary and text length.

Table 1.5 Difficulties Faced by Students When Reading English Texts

Question	Answer
<i>The researcher: What difficulties do you usually face when reading English texts?</i>	<i>Student 1: New vocabulary, long sentences"</i>
	<i>Student 2: many unknown vocabulary</i>
	<i>And long texts"</i>
	<i>Student 3: "Lack of vocabulary, long texts"</i>
	<i>Student 4: "Difficult words, long texts"</i>
	<i>Student 5: "Limited vocabulary"</i>
	<i>Student 6: "many unknown vocabulary</i>
	<i>Student 7: "There are still some new words"</i>
	<i>Student 8: "New words"</i>
	<i>Student 9: "New words"</i>
	<i>Student 10: "Almost all vocabulary is unknown"</i>

The findings revealed that vocabulary was the most significant challenge affecting students' reading comprehension. All ten interview participants reported difficulties related to unfamiliar vocabulary, while four students also mentioned that long sentences and lengthy texts made comprehension more difficult. These findings were supported by classroom observations, where students with limited vocabulary tended to hesitate while reading and experienced difficulty answering comprehension questions accurately.

These findings are consistent with **Tong et al. (2023)**, who found that vocabulary knowledge is strongly associated with second language reading proficiency. Their study demonstrated that learners with broader and deeper vocabulary knowledge achieved higher reading proficiency because they were better able to process textual information and construct meaning efficiently.

The present findings support this conclusion because students with limited vocabulary frequently reported difficulties understanding sentences, identifying main ideas, and interpreting the overall meaning of English texts. Students often interrupted their reading to search for unfamiliar word meanings, making the reading process slower and reducing comprehension.

However, this study also revealed that vocabulary difficulties affected not only students' cognitive performance but also their confidence during reading activities. Several students hesitated or refused to read aloud when encountering unfamiliar vocabulary, suggesting that limited vocabulary knowledge may reduce classroom participation as well as reading comprehension.

From a theoretical perspective, these findings indicate that vocabulary knowledge constitutes one of the fundamental components of successful reading comprehension. Therefore, English teachers should provide systematic vocabulary instruction and encourage students to expand both vocabulary breadth and vocabulary depth through extensive reading and contextual learning activities.

Question 2. Do you feel it is easier to understand English texts if you read frequently? Plase Explain.

Based on the interview results, students gave varied responses regarding whether frequent reading helps them understand English texts.

Table 1.6 Students’ Perceptions of Frequent Reading

Question	Answer
<i>The researcher: Do you feel it is easier to understand English texts if you read frequently? Explain.</i>	Student 1: “Yes, because I am used to it”
	Student 2: “Yes, because reading often makes it easier”
	Student 3: “Not really, because I rarely read”
	Student 4: “Yes, because I am familiar with the vocabulary”
	Student 5: “No, because I rarely read”
	Student 6: “Not easy, because I rarely read”
	Student 7: “Yes, because I already have a lot of vocabulary”
	Student 8: “Yes, it is easier to understand because I often read”
	Student 9: “Yes, it is easier to understand because I often read English texts”
	Student10: “No, because I rarely read”

Most participants believed that frequent reading made English texts easier to understand. Six students stated that regular reading increased familiarity with vocabulary and text structures, whereas four students admitted that they rarely read and therefore continued to experience comprehension difficulties.

These findings are consistent with Wagner and Meros (2010), who argued that vocabulary knowledge is a fundamental component of reading comprehension because readers cannot construct meaning effectively without understanding the words in a text. They further explained that repeated exposure to vocabulary through reading enables learners to develop stronger comprehension and facilitates the integration of ideas across texts.

The present findings support this view because students who read English texts more frequently reported greater familiarity with vocabulary and sentence patterns, making it easier for them to identify the main ideas and understand the overall meaning of texts. In contrast, students who rarely engaged in reading experienced greater difficulty because limited exposure restricted both vocabulary development and comprehension.

Unlike many previous quantitative studies, however, this study explored students' experiences through semi-structured interviews. This qualitative approach provided richer explanations of why students perceived regular reading as beneficial, particularly because continuous exposure to English texts increased vocabulary familiarity and improved confidence in understanding written materials.

From a theoretical perspective, these findings suggest that reading habits contribute to reading comprehension through repeated exposure to vocabulary and written language. Therefore, English teachers should encourage students to establish regular reading routines by implementing extensive reading activities and providing accessible English reading materials appropriate to students' proficiency levels.

Question 3 Does reading outside the classroom help you understand the texts given in class? Please explain.

Based on the interview results, students gave different responses regarding the role of outside reading in helping their comprehension.

Table 1.7 Students’ Ability to Understand English Texts

Question	Answer
<i>The researcher: Does reading outside the classroom help you understand the texts given in class? Please explain.</i>	Student 1: “Yes, it helps because I can learn new vocabulary before the lesson” Student 2: “No, because I rarely read outside the classroom.” Student 3: “Yes, a little, because I become more familiar with the text” Student 4: “Yes, it helps because I can understand the meaning more easily” Student 5: “I think it helps, but I do not often read outside the classroom” Student 6: “No, because I only read during classroom lessons” Student 7: “Yes, it really helps because I often read from the internet and it improves my understanding” Student 8: “Yes, it helps because I am used to reading English texts” Student 9: “Yes, it helps me understand the texts more easily” Student 10: “No, because I almost never read outside the classroom”

The interview findings indicated that most students believed that reading outside the classroom contributed positively to their reading comprehension during English lessons. Students explained that independent reading enabled them to acquire new vocabulary, become familiar with various text structures, and understand classroom materials more easily. Conversely, students who rarely engaged in independent reading reported greater difficulty understanding English texts because of their limited exposure to written language.

These findings are consistent with Meyer et al. (2024), who reported that informal reading outside the classroom positively predicted students’ English achievement and reading motivation. Their study demonstrated that learners who regularly engaged in voluntary reading developed stronger language proficiency because frequent exposure to written texts enhanced vocabulary knowledge, reading fluency, and comprehension. Similarly, Schmidtke et al. (2024) found that students with greater reading experience

outside formal classroom instruction showed continuous improvement in second-language reading performance. Their findings suggest that regular reading practice provides repeated exposure to language, enabling learners to process texts more efficiently and develop stronger reading skills.

The findings of the present study support these conclusions because students who regularly read English materials outside school generally demonstrated better comprehension during classroom activities. They reported that independent reading helped them recognise unfamiliar vocabulary more easily and understand the main ideas of English texts. In contrast, students who rarely read outside the classroom experienced greater difficulty because they had fewer opportunities to expand their vocabulary and develop reading fluency.

However, unlike previous studies that reported students frequently used various digital reading resources, many participants in the present study admitted that they rarely read independently despite having access to smartphones and the internet. This finding suggests that access to technology alone does not automatically encourage students to develop positive reading habits. As Ateek (2021) emphasized, successful extensive reading depends not only on the availability of reading materials but also on students' motivation, teacher support, and opportunities to engage with meaningful texts that match their interests and language proficiency.

From a theoretical perspective, these findings reinforce the view that continuous exposure to comprehensible written input contributes to the development of reading comprehension. Regular independent reading enables students to expand their vocabulary, become familiar with different text structures, and improve their ability to construct meaning from texts. From a practical perspective, English teachers should encourage students to establish regular reading routines by implementing extensive reading programmes and recommending appropriate printed and digital reading materials that support learning beyond classroom instruction.

Question 4 . In your opinion, is there a relationship between your reading habits and your ability to understand English texts? Please explain.

Based on the interview results, all students stated that there is a relationship between their reading habits and their ability to understand English texts, although for different reasons.

Table 1.8 Students' Perceptions of the Relationship Between Reading Habits and Reading Comprehension

Question	Answer
<i>The researcher: In your opinion, is there a relationship between your reading habits and your ability to understand English texts? Please explain</i>	<i>Student 1: "Yes, because the more I read, the easier I understand the text"</i>
	<i>Student 2: "Yes, but because I rarely read, I still have difficulty understanding the text"</i>
	<i>Student 3: "Yes, because reading helps me understand vocabulary, so it is easier to understand the text"</i>
	<i>Student : "Yes, because reading frequently makes me more familiar with English texts"</i>

Student 5: "Yes, but because I rarely read, I still have difficulty understanding the text"

Student 6: "Yes, but because I almost never read, I often do not understand the text well"

Student 7: "Yes, because reading frequently helps improve my understanding of the text"

Student 8: "Yes, because I read quite often, so it is easier for me to understand the text"

Student 9: "Yes, because reading helps me understand the text more easily"

Student 10: "Yes, but because I rarely read, I still have Difficulty Understanding the text"

Based on the students' responses, it can be seen that all participants believed there was a relationship between their reading habits and their ability to understand English texts. However, the reasons they provided varied according to their reading experiences. Six students explained that frequent reading helped them understand English texts more easily because it increased their familiarity with vocabulary, sentence structures, and text content. In contrast, four students admitted that they still experienced difficulties because they rarely read English texts, resulting in limited exposure to vocabulary and written language.

These findings are consistent with **Tsang and Fung (2024)**, who reported that learners who voluntarily engaged in extensive reading demonstrated better English proficiency and more positive perceptions of reading than those who read only because of classroom requirements. Their findings indicate that regular reading beyond compulsory classroom activities provides continuous exposure to English texts, which contributes to language development and reading proficiency.

The present findings are also supported by **Serrano (2023)**, who found that extensive reading promotes vocabulary development through repeated exposure to written language. The study showed that learners who engaged in sustained reading activities expanded their vocabulary knowledge, which facilitated comprehension of increasingly complex texts.

Furthermore, **Ali et al. (2022)** emphasized that extensive reading is one of the most effective approaches for improving EFL learners' reading ability because it encourages continuous interaction with authentic texts and supports vocabulary growth, reading fluency, and comprehension. These findings reinforce the interview results, in which students who read more frequently reported greater confidence in understanding English texts than those who rarely read outside the classroom.

Unlike previous intervention studies that primarily measured students' reading performance before and after extensive reading programmes, the present study explored students' own perceptions of how reading habits influenced their comprehension. The interview data revealed that regular reading helped students recognise vocabulary more easily, understand sentence structures, and identify the main ideas of English texts. From a theoretical perspective, these findings suggest that regular reading habits contribute to reading comprehension by providing continuous exposure to vocabulary, sentence patterns, and authentic written discourse. Therefore, English teachers should encourage

students to establish regular reading routines and provide opportunities for extensive reading using interesting and level-appropriate English reading materials.

Discussion

This section discusses the research findings to determine the relationship between students' reading habits and their ability to comprehend English texts among Grade X students majoring in Broadcasting at SMK Negeri 2 Kupang in the 2025/2026 academic year. Based on observations and interviews, this study demonstrates that there is a relationship between students' reading habits and their reading comprehension. This relationship is reflected in several aspects of reading habits identified during the study, including reading interest, reading frequency, types of reading materials, reading strategies, and the difficulties students experienced when reading English texts.

Based on the observation results, differences were found in students' reading ability and reading comprehension. Some students were able to read the text fluently, clearly, and confidently and accurately answer the teacher's questions based on the text. Meanwhile, other students still experienced difficulties, such as hesitating in pronunciation, pausing frequently while reading, and having difficulty understanding the information contained in the text. In addition, several students were unable to read the text aloud when asked by the teacher and consequently could not answer the comprehension questions correctly. These findings indicate that students possess different levels of reading ability and comprehension during the learning process.

This finding is consistent with the theory proposed by Grabe and Stoller (2019), who explained that reading is an interactive process in which readers actively construct meaning by integrating linguistic knowledge, background knowledge, and reading strategies. Therefore, students with better reading ability and greater exposure to reading activities are generally more capable of understanding written texts effectively.

The observational findings were further supported by the interview results, which revealed that students with stronger reading habits tended to demonstrate better reading comprehension. The interviews also showed considerable variation in students' reading interest, reading frequency, preferred reading materials, and strategies used to overcome difficulties while reading English texts.

Some students reported that they enjoyed reading because it helped them understand English lessons, expand their vocabulary, and increase their knowledge. In contrast, other students admitted that they rarely read English texts because they found reading difficult, especially when encountering unfamiliar vocabulary and long passages. Regarding reading frequency, only a few students reported reading English materials regularly, whereas most students read only when instructed by the teacher. Students also differed in the types of reading materials they preferred, including textbooks, short stories, and short online articles. When facing unfamiliar vocabulary, most students relied on dictionaries or Google Translate, while a few students tended to skip difficult words without attempting to determine their meanings.

The findings of the present study are consistent with several previous studies. Pham (2021) found that students with regular reading habits achieved better reading

comprehension because frequent reading exposed them to richer vocabulary, sentence patterns, and various text genres. This continuous exposure enabled students to understand texts more effectively and develop stronger reading skills. Likewise, Janah, Latief, and Andreani (2021) reported that students with positive English reading habits engaged more frequently with English texts both inside and outside the classroom. Such regular reading activities provided greater language input, fostered positive attitudes toward reading, and contributed to the improvement of reading comprehension.

These findings are further supported by Rendi and Rahmawati (2024), who found a significant positive relationship between students' reading habits and reading comprehension. Their study explained that students who consistently participated in reading activities tended to possess broader vocabulary knowledge, better reading fluency, and more effective comprehension strategies than students who read infrequently. Consequently, they were able to understand written texts more accurately and efficiently.

In addition, the present findings are consistent with the study of Brooks, Clenton, and Fraser (2021), who emphasized that vocabulary knowledge acquired through continuous reading is one of the strongest predictors of reading comprehension among English language learners. As students read more frequently, they gradually expand their vocabulary, become familiar with grammatical structures, and improve their ability to identify main ideas, infer meanings, and interpret detailed information within texts. These language gains ultimately strengthen their overall reading comprehension.

Overall, the findings of this study reinforce previous evidence that reading habits play an important role in improving students' reading comprehension. Students who demonstrated higher reading interest, read English materials more frequently, and actively applied strategies such as using dictionaries or translation tools generally showed better comprehension than students who rarely engaged in reading activities. Although many students still experienced difficulties related to limited vocabulary and low reading frequency, the results indicate that encouraging students to develop regular reading habits both inside and outside the classroom can improve their reading comprehension and overall English language proficiency.

Conclusion

Based on the findings and discussion, it can be concluded that there is a relationship between students' reading habits and their reading comprehension among Grade X Broadcasting students of SMK Negeri 2 Kupang in the Academic Year 2025/2026.

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted in only one class of Grade X Broadcasting students at SMK Negeri 2 Kupang, involving a relatively small number of participants. Therefore, the findings cannot be generalized to students from other departments, schools, or educational contexts. Second, this study employed a qualitative case study design, which aimed to explore students' reading habits and reading comprehension in depth rather than to measure the statistical strength of the relationship between the two variables. Third, the data were collected through classroom observations and semi-structured interviews conducted within a limited period. Consequently, the findings reflect students' reading

habits and reading comprehension only at the time of the study and may not represent changes in their reading behaviour over a longer period.

Future research is recommended to involve a larger number of participants from different schools and educational levels to obtain broader perspectives on the relationship between reading habits and reading comprehension. Researchers may also employ mixed-methods or quantitative designs to examine the strength of the relationship statistically while maintaining qualitative exploration of students' reading experiences. In addition, future studies could investigate other factors influencing reading comprehension, such as vocabulary knowledge, reading motivation, digital reading habits, self-efficacy, or the use of extensive reading programmes. Longitudinal studies are also recommended to examine how students' reading habits develop over time and how these changes influence their reading comprehension.

References

- Anisa Rahma, E., Elvia Jakfar, A., Rahmatillah, R., Irna Liyana, C., & Hasni, J. (2025). EFL students' reading habit through extensive reading in higher education. *English Review: Journal of English Education*, 13(2), 603–610. <https://doi.org/10.25134/erjee.v13i2.11830>
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109–131. <https://doi.org/10.32601/ejal.911195>
- Brooks, G., Clenton, J., & Fraser, S. (2021). Exploring the importance of vocabulary for English as an additional language learners' reading comprehension. *Studies in Second Language Learning and Teaching*, 11(3), 351–376. <https://doi.org/10.14746/ssllt.2021.11.3.3>
- Day, R. R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. *Reading in a Foreign Language*, 14(2), 136–141.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge University Press.
- Gunawan. (2026). The correlation between self-regulated online reading habits and writing argumentative essay ability among EFL students. *RETAIN: Journal of Research in English Language Teaching*, 14, 49–56.
- Khalid, A. (2012). Teaching engineering graduate online students in the U.S. from Pakistan—A case study. *Higher Education Studies*, 2(3). <https://doi.org/10.5539/hes.v2n3p9>
- Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Libraries Unlimited.
- Lekawael, R. F. J., & Ferdinandus, M. S. (2021). Investigating undergraduate students' perceptions of extensive reading toward their vocabulary mastery in English Department of Pattimura University Ambon. *English Review: Journal of English Education*, 9(2), 345–354. <https://doi.org/10.25134/erjee.v9i2.4362>
- Li, H., & Gan, Z. (2022). Reading motivation, self-regulated reading strategies and English vocabulary knowledge: Which most predicted students' English reading

- comprehension? *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1041870>
- Minh, U., & Pham, N. (2021). The effects of reading habits on reading comprehension among EFL students at Van Lang University. *International Journal of TESOL & Education*, 1(2), 15–44.
- Nation, I. S. P. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.
- Nation, I. S. P., & Beglar, D. (2007). A vocabulary size test. *The Language Teacher*, 31(7), 9–13.
- Nuttall, C. (2005). *Teaching reading skills in a foreign language* (3rd ed.). Macmillan Education.
- Prancisca, S., & Chappell, C. (2022). Evaluation of bilingual book for English language learning. *Journal of English Language Teaching Innovations and Materials*, 4(2), 144–154. <https://doi.org/10.26418/jeltim.v4i2.55665>
- Ramadhan, G. R., Saukah, A., & Andreani, S. (2021). Enhancing EFL learners' reading vocabulary acquisition through task-based instruction. *JoLLA: Journal of Language, Literature, and Arts*, 1(2), 221–238. <https://doi.org/10.17977/um064v1i22021p221-238>
- Schmidtke, D., Rahmanian, S., & Moro, A. L. (2024). Reading experience drives L2 reading speed development: A longitudinal study of EAL reading habits. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1286132>
- Serrano, R. (2023). Extensive reading and science vocabulary learning in L2: Comparing reading-only and reading-while-listening. *Education Sciences*, 13(5). <https://doi.org/10.3390/educsci13050493>
- Tong, Y., Hasim, Z., & Abdul Halim, H. (2023). The relationship between L2 vocabulary knowledge and reading proficiency: The moderating effects of vocabulary fluency. *Humanities and Social Sciences Communications*, 10(1). <https://doi.org/10.1057/s41599-023-02058-2>
- Waring, R., & McLean, S. (2015). Exploration of the core and variable dimensions of extensive reading research and practice. *Reading in a Foreign Language*, 27(1), 160–167.
- Yamashita, J. (2013). Effects of extensive reading on reading attitudes in a foreign language. *Reading in a Foreign Language*, 25(2), 248–263.
- Yamashita, J. (2022). Extensive reading and second language acquisition: A review of two decades of research. *Reading in a Foreign Language*, 34(1), 1–25.
- Zhang, D. (2018). Investigating effects of extensive reading on reading comprehension, reading rate, and vocabulary acquisition. *Reading in a Foreign Language*, 30(1), 1–24.
- Zhou, S., & Wei, M. (2022). Effects of extensive reading on EFL learners' reading comprehension and vocabulary development: A meta-analysis. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.857233>

Zhou, Y., & Day, R. R. (2021). Online extensive reading and its impact on EFL learners' reading motivation and comprehension. *System*, 100, 102543. <https://doi.org/10.1016/j.system.2021.102543>