CORRELATION BETWEEN CONSCIENTIOUSNESS, SENTENCE STRUCTURE MASTERY, AND READING ABILITY

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CORRELATION BETWEEN CONSCIENTIOUSNESS, SENTENCE STRUCTURE MASTERY, AND READING ABILITY (A CORRELATIONAL STUDY AT THE ELEVENTH GRADE STUDENTS OF SMAN 1 DANDER IN THE ACADEMIC YEAR 2016/2017)

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Abstract

The objectives of this research are to find out the correlation between (1) conscientiousness and reading ability (2) sentence structure mastery and reading skill; and (3) conscientiousness, sentence structure mastery and reading ability. This research used quantitative method, that is, correlational study. Based on the results of the study, it can be concluded that there is a positive and significant correlation between (1) sentence structure mastery and reading skill; (2) self-esteem and reading skill; and (3) sentence structure mastery and self-esteem simultaneously and reading skill. The result of this research shows that sentence structure mastery and self-esteem are important factors that give contribution to reading skill. Both sentence structure mastery and self-esteem give 70.29% effective contribution to reading skill. Therefore, sentence structure mastery and self-esteem should be considered in increasing students' reading skill, although the factors are not the only variables determining reading skill. It is suggested that teachers create innovation in utilizing any interesting activity and develop lesson plan which enable students to acquire sentence structure knowledge easily.

Keywords: correlation, conscientiousness, sentence structure mastery, reading skill.

A. INTRODUCTION

English has been playing a major role in many sectors of human life from science, economy, medicine, education etc. It also has important role in connecting all nations in this world. With the importance of today's role of English as International standard language, it is undoubtable that the language teaching has become important in many countries. The goal of the language teaching is to develop communicative competence both in oral and written. In order to develop it, there are four basic language skills in English that taught by teachers in classrooms. Those are listening, speaking, reading and writing. Dealing with those skills, Sadeghi (2013:243) believes that reading is the most important skill for second language learners in the academic context. It is quite clear why reading is important skill since the students who cannot read and comprehend a written language cannot be expected to be good in other content areas which will indispensably require reading ability (Decker, in Sadeghi 2013:243). It is not arguable that it becomes an important skill that should be mastered considering the need of understanding international written information such as: books, articles, magazines, newspaper, and so on.

Reading ability plays an important role in teaching learning process. For students, it is

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important since those who have good reading ability can absorb information from unlimited references to gain knowledge which is useful to support their learning process. Dealing with reading, Aebersold & Field (1995: 15) say that ‖reading is what happens when people look at the text and assign meaning to the written symbols in that text‖. In line with Aebersold & Field, William (1984: 12) says ‖reading is a process whereby one looks at and understands what has been written‖. By these definitions, it can be said that reading is a process or activity which involves the reader and the text whereby the reader interact with the text to elicit the meaning of the written symbols in the text. There are two organs that play important role during the process of interaction between the reader and the text. Two organs are sensory perception and brain. Sensory perception plays important role to observe words on the text, and brain plays important role to decode what is meant by the wording being observed. It is also important for the readers to understand the context of the text. An English word may have multiple meanings depending on the context of the text. By understanding the context of the text, the readers are able to put the appropriate meaning that is suitable with the context of the text.

Successfull comprehension allows the reader to acquire new informations from the text and to reach academic success. Murcia (2001: 187) says that ‖reading comprehension is reading to understand main ideas and relevant supporting information‖. Comprehension is important in reading. Without it, the reader only read the text without getting the needed information from the text either explicitly or implicitly from the writer. Further White (1997: 41) says that ‖comprehension involves more than simply decoding. It involves the recognizing the significance of the message, understanding the intentions of the author and going beyond what is written to guess at hidden, unstated or implied means‖. In short, it can be said that reading comprehension is the ability of the readers to understand ideas and information stated on the text either explicitly or implicitly.

Many factors are brought by the readers into the text before, during and after reading activity. According to Hedgcock and Ferris (2009, p. 50), a reader brings a number of different things into the read process, including purpose of reading (e.g., for survival, information/ learning, or pleasure), background (the influence of family, school, and culture or subculture of origin), attitudes towards reading and literacy in general, prior knowledge (linguistic, content, and rhetorical), and individual differences in personality, learning styles and strategies, reading strategies and life experience.

Furthermore, Brown (in Simanjutak, 1988, p. 12) states that no successful cognitive or affective activity can be carried without some degree of self-confidence, self-knowledge, and belief in own capabilities for that activity. He believes that personality characteristics contribute in some way to the success of reading fluency. Personality takes role to choose the suitable learning style in process of achieving the learning language goal. It gives motivation for students to learn in their own way.

One of the personality characters is conscientiousness. According to McCrae and Costa (2006, p. 50), ‖conscientious people consider that they are high in; competence, self-discipline, achievement striving and pursuing excellence in everything they do‖. They are also characterized by deliberation, making plans in advance and thinking carefully before acting. Conscientiousness is individual's characteristics in terms of self-discipline, achievement-striving, motivation to pursue the goal, and deliberation. Furthermore, conscientiousness is assumed that it will contribute toward students' performance if that characteristic is placed as a consideration to choose a method in language teaching.

Miller (1972, p. Vii) says that reading is especially important to the conscientious student

who is engaged in the search for understanding of the many concepts in education area. This type of student needs efficient reading habit to cover their language learning's goal. It can be assumed that conscientiousness plays an important role in achieving the goal of language learning through reading activity. Therefore, the reasercher thinks conscientiousness characteristics will influence students' reading achievement through their motivation way.

Another factor that is considered influencing reading skill is Sentence Structure Mastery. As mentioned before, reading skill needs good understanding of English syntax and its grammar patterns. Thus, English language learners must master those two aspects as well. Moreover, sentence structure is a fundamental aspect that should be mastered by English language learners because it will strengthen their comprehension on English texts and utterences. Radford (2009: 39) states ― syntactic structure is the way of how words are combined together to generate phrases and sentences‖. Accordingly, sentence sturucture is the way of how words and phrases are arranged altogether to create grammatically correct sentences.

Lambrecht (1996) explained that sentence structure is one of components of grammar which is concerned with ‒the organization of sentence within a discourse‖ (p. 7). Logically in pharaphrasing a text, students should know the stucture of sentence. The mastery of the structure of sentence will enable students to make effective sentences in delivering and expressing ideas to others in their paraphrasing activity. The absence of sentence structure mastery will lead students to deliver different meaning from sources they read.

In this study, the researcher uses correlational method. Fraenkel and his colleagues (2011, p. 10) define correlational method as ‒a method which is to clarify our understanding of important phenomena by identifying relationships among variables. In other words, correlational research is a study to investigate and describe how strength the relationship between variables is being studied‖.

The researcher uses cluster random sampling to choose the sample of the data. Johnson and Cristensen (2000, p. 156) explain that clusters (such as school, classrooms, and universities). Collecting the data includes some techniques which consist of several main aspects. Test and questionnaire will be used to collect all data in this research. Test is used to collecting vocabulary mastery and reading achievement of the students, meanwhile, questionnaire is used to collecting data of conscientiousness trait. In this study, the questionnaire type uses a close-type questionnaire.

The try-out instrument is done by the selected students based on cluster random sampling technique. In this research, the class which is chosen by cluster random sampling is class XI-3 of tenth Grade Students of SMAN 1 Dander in the academic year 2016/2017.

The Validity the Instrument

In order to find out the validity of the items being tasted in the test, the result of the try-out will be computed by using the following formula:

$$\frac{\Sigma \quad \Sigma \quad \Sigma}{\sqrt{\Sigma\Sigma\Sigma\Sigma}}$$

Where:

r_{xy} : the coefficient of the correlation between variable X and Y

X : the sum of the scores of each item

Y : the sum of the scores of each student

N : the number of the students

(Sudjana, 2005, p. 369)

The Reliability of the Instrument

To measure the reliability of vocabulary and reading achievement the writer will use Kuder Richardson-20 Formula or KR-20. The formula as follows:

$$ \_\_[\quad\dfrac{\Sigma}{\rule{2cm}{0.4pt}}\quad] $$

Where:

rₖᵣ20 : the Kuder-Richardson formula 20 reliability coefficient

k : number of test items

p : the proportion of test takers who pass the items

q : the proportion of test takers who fail the items

S_t^2 : the variance of the total test scores

(Johnson and Christensen, 2000, p. 105)

Meanwhile the researcher used Alpha Cronbach formula to test the reliability of conscientiousness questionnaire. The Alpha Cronbach formula is presented as follows:

$$ r = \left[\dfrac{k}{k-1}\right]\left[1 - \dfrac{\Sigma s_i^2}{s_t^2}\right] $$

Techniques of Analyzing the Data

After collecting the data, the next step is analysing the data to know whether there is a positive correlation between conscientiousness and reading ability, vocabulary mastery and reading achievement. In this research, the research is going to use some techniques of analysing data, they are as follows:

Prerequisite Test

To find out the normality of the data, the researcher will use the formula as follows:

$$ \dfrac{\rule{0pt}{0.8em}^{-}}{\rule{1.5cm}{0.4pt}} $$

$$ \sqrt{\rule{1.5cm}{0.4pt}} $$

$F_{(zi)} = 0.5 +/-$ table value

If the data value of Z_i is positive, the computation is the data value of $F_{(zi)}$ plus (+) the L-table (*Liliefors* table) value. Meanwhile, if the

data value of Z_i is negative, the computation is the data value of $F_{(zi)}$ minus (-) the L-table (*Lilifeors* table) value.

$$ \rule{2cm}{0.4pt} $$

After conducing normality test, the researcher conducted linearity and significance regression test to identify whether the regression of the data is significant. The researcher used formulas linearity of regression test as follows:

Where :

$$ \dfrac{\Sigma\,\Sigma\,\Sigma\,\Sigma}{\Sigma\,\Sigma} $$

$$ \dfrac{\Sigma\,\Sigma\,\Sigma}{\Sigma\quad\Sigma} $$

$$ \Sigma $$

$$ \dfrac{\Sigma}{\rule{1.5cm}{0.4pt}} $$

$$ \Sigma\qquad \dfrac{\Sigma\,\Sigma}{\rule{1.5cm}{0.4pt}} $$

$$ \dfrac{\Sigma\,\Sigma^{\Sigma}}{\rule{1cm}{0.4pt}} $$

$$ \rule{1.5cm}{0.4pt} $$

$$ \rule{1cm}{0.4pt} $$

_____

Hypothesis Testing

To test the first and second hypothesis which say that there is a positive correlation between students' conscientiousness and their reading achievement, and students' vocabulary mastery and their reading achievement, the researcher used Person's Product Moment Correlation Coefficient as follow:

$$\frac{\Sigma\,\Sigma\,\Sigma}{\sqrt{\Sigma\,\Sigma\,\Sigma}}$$

Where:

r : the coefficient of the correlation between variable X and Y

X : the independent variable

Y : the dependent variable

n : the number of the sample

(Sudjana, 2005, p. 369)

Furthermore, to find if r is significant or not, the researcher will use t-test formula as follows:

$$\frac{\sqrt{\quad}}{\sqrt{\quad}}$$

Where:

t = the value of distribution of t

r = the coeficient of correlation between X and Y

n = the number of sample

it can be said r (the coefficient correlation between X and Y) is significant $t_0 > t_t$ (1.7).

The next step is testing the correlation between all variables using Multiple Correlation to find out whether there is a positive correlation or not between conscientiousness and vocabulary mastery simultaneously and students' reading acheivement. The researcher used Multiple Linear Regression. The formula as follows:

$$\sqrt{\frac{\overline{\Sigma\,\Sigma}}{\Sigma}}$$

Where:

R^2 : coefficient correlation X_t and X_2 towards Y

a_1 : coefficient of independent variable X_1

a_2 : coefficient of independent variable X_2

$\sum x_1 y$: sum of pruduct moment between X_1 and X_2

$\sum x_2 y$: sum of product moment between X_2 and Y

$\sum y^2$: sum of square of dependent variable Y

The last step is find out the significance of coefficient R_{y12} use the formula of Regression Line Analysis.

$$\frac{\qquad /\qquad}{\qquad /\qquad}$$

Where:

F : the value of regression line

R: the coefficient of correlation between X_1, X_2, and Y

k : the number of independent variable

n : the number of sample

Relative Contribution of Each Predictor

The computation of relative contribution (RC%) is using the formula front Hadi (in Hardiman and Nugroho, 2013, p. 111) as follow:

$$\frac{\Sigma}{\Sigma}$$

RC total = RC_1 + RC_2

Where :

RC_1 : relative contribution of X_1

RC_2 : relative contribution of X_2

α_i : the normal coefficient of X_i

SS_{reg} : total amounty square regression

$EC\%X_2$: effective contribution of X_2

R^2 : determinant coefficient (coefficient of correlation between X_1, X_2, and Y

Effective Contribution

Effective contribution is the predictor contribution which is computed from the whole regression effectiveness. To find out the effective contribution (EC), the researcher uses the formula from Hadi (in Hardiman and Nugroho, 2013, p. 11) as follow:

$$EC\%X_1 = RC\%X_1 \times R^2$$
$$EC\%X_2 = RC\%X_2 \times R^2$$
$$EC\% \text{ total} = EC\%X_1 + EC\%X_2$$

Where :

$EC\%X_1$: effective contribution of X_1

B. DISCUSSIONS AND FINDINGS

The obtained data of each variable which have been scored representing Conscientiousness, sentence structure mastery, and reading ability are described as follows:

The Data Of Conscientiousness

The data of conscientiousness were collected using questionnaire. The questionnaire consists of 32 items. The maximum score obtained by the students is 85.16, the minimum score is 67.68, and the standard deviation is 7.97.

Table 1. The frequency distribution of conscientiousness

Class limits	Class boundaries	Midpoint	Tally	Freq	%
57 – 62	56.5 – 62.5	59.5	HHHIII	8	36.36
63 – 68	62.5 – 68.5	65.5	HHH	5	22.73
69 – 74	68.5 – 74.5	71.5	III	3	14
75 – 80	74.5 – 80.5	77.5	HHH	5	22.73
81 - 86	80.5 – 86.5	83.5	I	1	4.55
				22	100

Figure 1. Conscientiousness
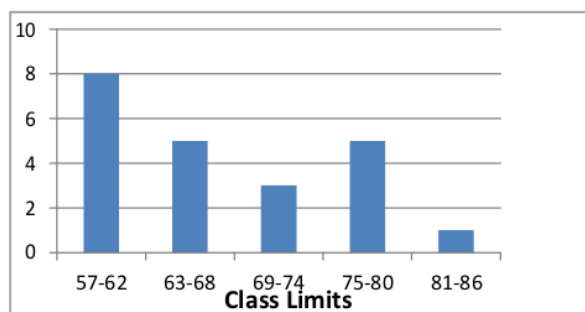
### The Data Of Sentence Structure Mastery

The data of structure mastery were collected from sentence structure mastery test. The test in the from of multiple choices test. It consists of 40 items. The maximum score obtained by the students is 62.5, the minimum score is 22.5, the mean is 40.73, and the standard deviation is 11.55.

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Table 2. Frequency Distribution of Sentence Structure Mastery

Class limits	Class boundaries	Midpoint	Tally	Freq	%
22 – 30	21.5 – 30.5	26	III	3	13.64
31 – 39	30.5 – 39.5	35	HHII	7	31.82
40 – 48	39.5 – 48.5	44	HHIII	8	36.36
49 – 57	48.5 – 57.5	53	III	3	13.64
58 – 66	57.5 – 66.5	62	I	1	4.55
				22	100

Figure 2. Sentence Structure Histogram
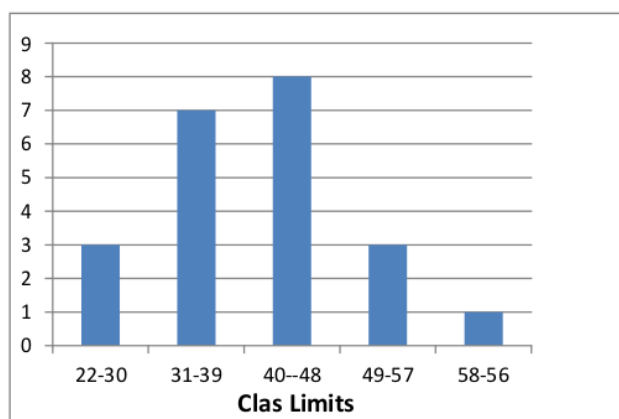
The Data of Reading Ability

The data of reading ability were collected from reading test in the form of multiple choices test. The test consist of 40 items. The maximum score obtained by the students is 75, the minimum score is 25, the mean is 42.23, and the standard deviation is 11.55.

Table 3. Frequency Distribution of Reading Ability

Class limits	Class boundaries	Midpoint	Tally	Freq	%
22 – 37	24.5 – 37.5	31	HHI III	8	36.36
38 – 50	37.5 – 50.5	44	HHI HHI I	11	50.00
51 – 63	50.5 – 63.5	57	I	1	4.55
64 – 76	63.5 – 76.5	70	II	2	9.09
				22	100
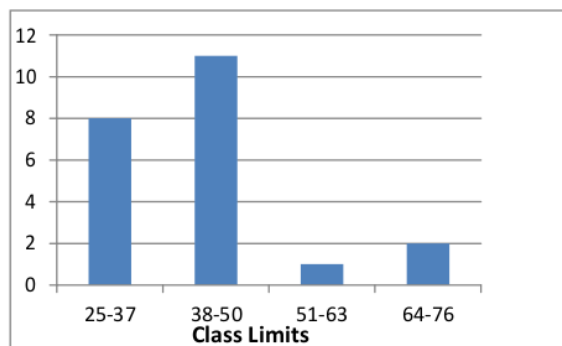
The Analysis of Pre-Requirement Test
Normality Test

The result of the normality test of conscientiousness (X_1), sentence structure mastery (X_2), and reading ability (Y) shows that L_0 (0.1188) < L_1 (0.190) for conscientiousness, L_0 (0.1370) < L_1 (0.190) for sentence structure mastery, and L_0 (0.1792) < L_1 (0.190) for reading ability; it can be concluded that the data of conscientiousness (X_1), structure mastery (X_2), and reading ability (Y) are in normal distribution.

Linearity of Regression Test

The linearity of regression test result shows that F_0(2.13) is lower than $F_{t(.95/8,12)}$ (2.85) or F_0(2.13) < $F_{t\ (.95/8,12)}$ (2,85) for sentence structure mastery (X_1) and reading ability (Y) and F_0 (0.82) is lower than $F_{t\ (.95/6,14)}$ (2,85) or F_0 (0.82) < $F_{t\ (.95/6,14)}$ (2,85) for conscientiousness (X_2) and reading ability (Y). It is also shown that F_0 (22.47) is higher than $F_{t\ (.95/1,20)}$ (4,35) or F_0 (22.47) > $F_{t\ (.95/1,20)}$ (4.35) for sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading ability (Y). To be concluded, the regression of (1) sentence structure mastery (X_1) and reading ability (Y); (2) conscientiousness (X_2) and reading ability (Y); and conscientiousness (3) sentence structure mastery (X_1) and (X_2) simultaneously and reading ability (Y) are linear).

From the computation of linear regression test of sentence structure mastery (X_1) and reading skill (Y), it also shows that the value of coefficient a = 3.92 and b = 0.9. Therefore, the linear regression equation becomes $\hat{Y}$= 3.92 + 0.99 X_1. Mean while, the computation of linear regression test of self – esteem (X_2) and reading skill (Y) shows that the value of coefficient a = 5.02 and b = 0.57. therefore, the linear regression equation becomes $\hat{Y}$ = 5.02 + 0.57 X_2.

Significance of Regression Test

The significance of regression test result shows that F_0 (37.03) is higher than $F_{t(95/1,20)}$(4.35) or F_0 (37.03) > $F_{t(95/1,20)}$(4.35) for sentence structure mastery (X_1) and reading abiity (Y) and F_0 (5.06) is higher than $F_{t(95/1,20)}$(4.35) or F_0 (5.06) > $F_{t(95/1,20)}$(4.35) for conscientiousness (X_2) and reading ability (Y). It is also shown that F_o (22.47) is higher than F_t $_{(95/1,20)}$ (4.35) or F_o(22.47) > $F_{t\ (.95/1,20)}$ (4.35) for sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading skill (Y). To be concluded, the regression of: (1) sentence structure mastery (X_1) and reading ability (Y); (2) conscientiousness (X_2) and reading ability (Y); and (3) sentence structure mastery (X_1) and conscientiousness (X_2) simultaneously and reading ability (Y) are significant.

The Hypotheses Testing

The hypothesis above means that there is a positive correlation between conscientiousness (X_1) and reading ability (Y). From the computation of simple regression analysis of X_1 and Y, it shows that the value of coefficient a=3.92 and b=0.99. Based on the result above, the regression equation Y = 3.92 + 0.99X1 that has been proved linear and significant can be used to predict students' achievement in reading ability based on their sentence structure mastery. It means that students' achievement in reading ability (Y) would increase 0.99 if the sentence structure mastery (X1) was increased in one point in the constant score of 3.92.

From the simple correlation computation of X1 and Y, the value of coefficient of correlation *(ro)* is 0.8058 and coefficient of determination *(ro2)* is 0.6493. The value of rx1y (0.8058) is consulted to t-table at the significance level   for n = 22 (0.423). Because the result shows that rx1y (0.8058) is higher than r1(0.423) or $_{rx1y}$ (0.8058) > r1(0.423), it means that r_o is significant. Based on the analysis above, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be concluded that there is a positive correlation between sentence structure mastery (X_1) and reading ability (Y).

The hypothesis above means that there is a positive correlation between sentence structure mastery (X_2) and reading ability (Y). From the computation om simple regression analysis of X_2 and Y, it shows that the value of coefficient a = 5.02 and b = 0.57. Therefore, the regression equation (Y = a+bx2) can be drawn as the following: Y = 5.02 + 0.57X_2. Based on the result above, the regression equation Y = 5.02 + 0.57X_2 that has been proved linear and significant can be used to predict student'

achievement in reading ability based on their sentence stucture mastery. It means that student' achievement in reading ability (Y) would increase 0.57 if the sentence stucture mastery (X_2) was increased in one point in the constant score of 5.02.

From the simple correlation computation of X_2 and Y, the value of coefficient of correlation (r_o) is 0.5178 and coefficient of determination (r^2_o) is 0.2682. The value of (0.5178) is consulted to *r*-table at the significance level = 0.05 for n= 22 (0.423). because the result shows that (0.5178) is higher than r_t (0.423) or (0.5178)>r_t (0.423), it means that r_o is significant. Based on the analysis above, the null hypothesis (H_o)is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that there is a positive correlation between sentence stucture mastery (X_2) and reading ability (Y). r_o^2(0.2682) is coefficient of determination, meaning that 26.82% variance of reading ability (Y) is determined by sentence stucture mastery (X_2) and 73.18% variance of reading ability (Y) is determined by other factors.

The hypothesis above means that there is a positive correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y). The writer used multiple linear regression technique. From the computation of multiple linear regression test, the result shows that the value of the coefficient a_0 = -18.93, a_1 = 0.94, and a_2 = 0.36. Therefore, the multiple regression equation of Y on X_1 and X_2 becomes :Y = -18.93 + 0.94X_1 + 0.36X_2

Moreover, the computation of multiple linear regression test also shows that the value of F_0 is 22.47. Then, the value of F_0 (22.47) is consulted to *F*-table at the significance level =0.05 and the degree of freedom (d.f) for 1:20

(4.35). Because the result shows that F_0 (22.47) is higher than $F_{t(1.20)}$ for = 0.05 (4.35), or F_0 (22.47) $>F_t$ (4.35), it means that the multiple linear regression is significant. The complete data of multiple linear regression of conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y) can be seen in appendix.

Based on the data above, because Y = -18.93 + 0.94X_1 + 0.36X_2 is linear and significant, it can be used to predict the correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y). It means that in every one point increase from conscientiousness (X_1) together with sentence structure mastery (X_2), there will be an increase of 1.30 of the reading ability (Y) in the constant score of -14.93.

From the multiple correlation computation using regression line analysis, the result shows that the value of the coefficient of multiple correlation (R) is 0.8384 and R^2 is 0.7029. The significance testing of this coefficient in Fobservation is 22.47. The value of F_0 (22.47) is consulted to F-table at the significance level = 0.05 and the degree of freedom (d.f) for 1:20 (4.35). Because Fo (22.47) is higher than Ft(4.35), or F0(22.47) > Ft(4.35), it can be concluded that the coefficient of multiple correlation *(R)* is significant.

Based on the data above, the null hypothesis *(Ho)* is rejected and the alternative hypothesis *(Ha)* is accepted. Therefore, it can be concluded that there is a positive correlation between conscientiousness (X1) and sentence structure mastery (X2) simultaneosly and reading ability (Y). *R^2* (0.7029) is the coefficient of determination, meaning thet 70.29% variance of reading ability (Y) is determined by conscientiousness (X1) and sentence structure mastery (X2) and the rest, 29.71% variance, is determinated by other factors.

The Contribution Analysis

It can be concluded thet the effective contributoin: (1) conscientiousness (X1) to reading ability (Y) is 61.63%; (2) sentence structure mastery (X2) to reading ability (Y) is 8.66%; and conscientiousness (X1) and sentence structure mastery (X2) simultaneosly to reading ability (Y) is 70.29%.

C. CONCLUSION

There is a positive correlation between conscientiousness (X_1) and reading ability (Y) of the eleventh grade IPA (Ilmu Pengetahuan Alam) students of SMA N 1 Dander in the academic year of 2016/2017 (

). Therelative contribution of conscientiousness (X_1) toward reading ability (Y) is 87.68 % while the effective contribution is 61.63%. It means that the increase of (X_1) will be followed by the increase of reading ability (Y)

There is positive correlation between sentence structure mastery (X_2) and reading ability (Y) of the tent grade IPA (Ilmu Pengetahuan Alam) students of SMA N 1 Dander in the academic year of 2016/2017 (   ). The relative contribution of sentence structure mastery (X_2) toward reading ability (Y0 is 12.32% while the effective contribution is 8.66%. It means that the increase of sentence structure mastery (X_2) will be followed by the increase of reading ability (Y)

There is positive correlation between conscientiousness (X_1) and sentence structure mastery (X_2) simultaneously and reading ability (Y) of the tenth grade IPA (Ilmu Pengetahuan Alam) students of SMAN 1 Dander in the academic year of 2016/2017   . The contributon of conscientiousness (X_1) sentence structure mastery (X_2) simultaneously toward reading ability (Y) is 70.29%. It means that the increase of the conscientiousness (X_1) and sentence

structure mastery (X_2) will be followed by the increase of reading ability (Y)

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