

CHAPTER I

INTRODUCTION

This is an introduction chapter that explains the background of the study, research questions, research objective, hypothesis, the scope of the study, the significant of the study and the definition of key terms.

A. Background of the Study

Reading is one of the skills needed by students to easily understand a subject. This is another way for students to learn new information and expand their knowledge. According to Patel (2008), reading increases knowledge because it sends information to the reader's brain. Reading is more than just a learning activity; it also improves language proficiency and encourages students to pay focus on others. Fauziati (2010) states that reading text always involves taking in information, meaning, or a message that the author wants to get over to the reader. Reading provides a person with a range of information, a message, and makes it simpler to comprehend the texts' meaning. From the definitions above, it can be interpreted that students who enjoy reading will know more about multiple topics they have read about. Additionally, they can inform other students about what they have read. Students will learn a lot about the world through reading, which will help them succeed in their studies and certainly be helpful.

Reading is essential for gathering knowledge, but if students do not comprehend what they are reading, their reading will be pointless. The reading comprehension of the students must come first in order to reduce the number of children who do not comprehend the reading while reading. According to Janette (2007), reading comprehension is the process of generating meaning through the coordination of a number of complicated processes such as reading words, understanding word, and

fluency. Guthrie (2007) states that reading comprehension includes the process of creating conceptual understanding from the text depending on the readers' cognitive ability and motivation. According to Snow (2002), reading comprehension is the act of concurrently getting meaning from and constructing it from written language.

In line with Snow (2002), Pearson (2009) states that the idea of reading comprehension is a complex system with various interrelated components. Understanding written language is reading comprehension, followed by organizing meaning by integrating text information with prior knowledge. From the explanation above, reading comprehension can be seen as a complex process including numerous interconnected activities such as reading words, understanding vocabulary, and fluency. It also necessitates the reader's cognitive aptitude and motivation to develop a conceptual grasp of the text, which is necessary for effective communication, learning, and personal growth, and it necessitates the reader's active involvement and critical thinking.

There are some factors affecting students' reading comprehension. According to Yang (2016), factors that affect students' reading comprehension are grouped into two, namely situational factors and individual factors. In addition, Fitria (2019) states that students' reading comprehension is influenced by five factors: motivation, language proficiency, interest, textual qualities, and environmental factors. One of the factors is interest. It is an essential trait that affects reading comprehension and motivates people to work without being forced to. People are directed to pay attention, put forth their time, and participate in events when they are motivated by interest. According to Aprilia (2020), interest is a natural, unassisted emotion of affection and enthusiasm for a thing or activity. Brown

(2003) states that interests are a component of a person's organizational or personality framework. It refers to a person's vocational interest when discussing their interests in connection to careers or the workplace.

Interest can be in many things including reading. Someone who enjoys reading will show this by being willing to understand the key concepts of the reading material and then read it on his own initiative or with outside support. According to Dewi, Fahrurrozi and Wahyudi (2020) states that reading interest is a strong desire or readiness to engage in reading activities and it is associated with a love of reading. In line with Dewi, et al (2020), Djaramah (2011) states that reading interest is the desire and ambition to always seek out reading chances. It can be interpreted that reading interest is the willingness and desire to identify letters and understand the meaning and writing. Interest in reading refers to a person's or students' desire for reading, which encourages the development of a desire and capacity to read, followed by actual reading activities of interest. Interest in reading is an ongoing desire to focus on some reading-related activities. Reading interest is crucial because it makes students happy. A passion can develop into a pastime or a hobby. Students who are interested in reading will be delighted to encounter new words, facts, and ideas, which will eventually expand their perspective. Students who adopt this mindset will attempt to comprehend all types of English texts and ultimately develop reading comprehension capabilities.

The previous study on the correlation of reading interest and reading comprehension has been conducted by Alfatihah and Tyas (2022) they investigated the correlation between students' reading interest and students' reading comprehension in 4th semester students at Brawijaya University, showing that there

is a significant but weak correlation between students' reading interest and students' reading comprehension in 4th semester students' at Brawijaya University. This is due to other factors in reading learning activities. In addition, Fitria (2019) finds that there a significant correlation between students' reading interest and students' reading comprehension in eight grade SMP Ahmad Dahlan Kota Jambi academic year 2018/2019. The data shows a large number of students are highly in reading interest and comprehension. It implies that one of the aspects influencing reading comprehension is reading interest.

Another factor that the influences reading comprehension is students' vocabulary mastery. In reading comprehension and the emergence of interest in reading in students should be balanced with good vocabulary mastery. According to Fries (2000) in Ramadani (2021) states that language mastery is the capacity to employ or comprehend "all the words" in a language. Vocabulary mastery is one of the requirements for learning English as a foreign language. It indicates that students are capable of comprehending and applying the word's meaning. Students carry out their language more fluently the more vocabulary they are able to master. Students who have a small vocabulary will have a tough time learning English. It can be concluded that vocabulary mastery is the ability of students to identify, comprehend, and use vocabulary in English.

According to Bosch (2020), vocabulary knowledge plays an important role in the development of reading comprehension. Sedita (2005) states that vocabulary knowledge is essential for reading comprehension and determines how effectively students understand the texts. Based on previous study conducted by Forsia (2022) in SMA Paradigma Kabupaten Tangerang, there were several problems were

encountered such as many students had difficulty in communicating using English, they felt afraid when they were going to read English texts, and many students were incapable to read with correct pronunciation due to lack of vocabulary mastery. However, after conducting research using questionnaires and tests to find out the relationship between interest in reading, vocabulary mastery, and reading comprehension at this school, it can be concluded that students at SMA Paradigma Kabupaten Tangerang who have a high interest in reading have a high vocabulary mastery as well, and have good reading comprehension.

Furthermore, other previous study conducted by Safitri (2021) concluded that students' reading comprehension has benefited from their increased vocabulary and reading interest. As a result, students reading comprehension should improve as a result of vocabulary knowledge. They typically have a high reading interest in learning to read, and as a result, they will acquire good reading accomplishments. As a result of a high reading comprehension score, students should be highly motivated to learn to read.

Based on previous studies, students who are highly interested in reading will also have a positive impact on their vocabulary mastery and reading comprehension. Therefore, the researcher is interested in exploring students' reading interest, vocabulary mastery and reading comprehension at one of the schools in Kediri to determine how significant the three are at the school. So that, the research that is conducted entitled: **“Correlation Among Reading Interest, Vocabulary Mastery and Reading Comprehension of EFL Students”**.

B. Research Question

Based on the background of the research, the researcher can identify that the problem of this research is as follow, “Is there any significant correlation among vocabulary mastery, reading interest, and reading comprehension of EFL students?”

C. Research Objective

Based on the problem of study above, the objective in this research is to find out whether or not there is a significant correlation among vocabulary mastery, reading interest, and reading comprehension of EFL students?

D. Hypothesis

Hypothesis is tentative explanation for certain behavior phenomena or events that have occurred or will be occur. Based on the thinking framework above, the hypothesis can be formulated as follows.

H₁: There is a significant correlation among reading interest, vocabulary mastery, and reading comprehension of EFL students.

H₀: There is no significant correlation among reading interest, vocabulary mastery, and reading comprehension of EFL students.

E. The Scope of the Study

The scope of the study is the students from the second-grade at MAN 2 Kediri. This research is limited to focus and emphasize the study on the correlation among vocabulary mastery, reading interest, and reading comprehension of EFL students of second-grade in first semester of the academic year of 2023/2024 at MAN 2 Kediri.

F. The Significance of the Study

The researcher designed this study to present the important findings to the reader, including teachers, students, and other researchers. The study's significance is as follows:

1. For teachers

The finding of this research is supposed to give the teachers knowledge of students' vocabulary mastery, reading interest, and reading comprehension so that they can assist their students when they find difficulties in doing so.

2. For students

The findings of this research are expected to motivate students to have an interest in reading and mastering vocabulary in English.

3. The further researchers

This researcher can be used as reference for the other researcher who are have the same problem on vocabulary mastery, reading interest, and reading comprehension.

G. Definition of Key Terms

In order to clarify key term employed in this study, some definitions are:

Vocabulary Mastery: Vocabulary mastery is one of the foundations of understanding the language to succeed in reading without vocabulary mastery it is hard to comprehend what is being said.

Reading Interest: Reading interest is the intensity to which a person feels enthusiastic to interact in reading textual materials and glad to discover new information.

Reading Comprehension: Reading comprehension is understanding the author's intended meaning through reading. It is obvious that readers should understand the authors' main point.