

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research problems, research objectives, hypothesis, scope and limitation, significance of the research, and definition of key terms.

A. Background of the Study

Reading is one of the language skills that have been highlighted as being essential for assisting readers in expanding their worldview and gaining a better understanding of the world around them. Having the ability to read offers readers the power to take responsibility for their own education and to make choices about their future. Having a strong reading ability might make it easier to comprehend information and acquisition of knowledge. Having this talent will also be beneficial in terms of gaining success in academics.¹

Readability is one of the skills that senior high school students should be able to demonstrate proficiency in. Understanding the text is a necessary component of reading. In order to learn other language skills, reading is an essential component of language development that is essential to the process. Reading instruction is not taught in isolation from other topics in today's classrooms. The whole of it has to be taken into consideration and implemented. In order to achieve this goal, it is necessary to have support from linguistic components such as grammar and vocabulary, as well as the availability of an appropriate reading strategy or model. Reading is not the same as reading if one does not comprehend what they are reading. The use of cognitive and

¹ Rama Nofa A. (2022). *The Association between Students' Reading Comprehension and Their Self-Efficacy in Second Grade Students*. Si Batik Journal. VOL. 1 NO.5. P56

metacognitive strategies is associated to the development of reading comprehension abilities. Guthrie says that in order to comprehend the book successfully, one must have a strong awareness of the world around them.² Any text will be difficult for someone to understand unless they have the necessary prior knowledge. As a result, a student's ability to read an English book is dependent upon their knowledge and abilities. It takes all of those abilities and information to become a competent reader. Students should be taught how to read successfully and quickly in the classroom so they can make predictions about what will happen and obtain specific information. Finding the text's key words is another method to assist the students in understanding the material. In order to comprehend a text, we must identify its essential terms.³

Reading comprehension is the intricate and requires the reader to utilize his search skills to locate the information. It implies that in order to read a aloud, a Student must be able to understand what is being read to them. This is because reading comprehension is a prerequisite for reading.⁴ Reading is primarily done for understanding or comprehension. Acquiring knowledge, experiencing and being aware of different worlds (including fictional ones), communicating effectively, and succeeding academically are all made possible by successful understanding. When evaluating a person's talent, particularly in the context of education, the effectiveness of their reading comprehension is taken into consideration. Thus, reading comprehension can be defined as a process in which

²Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (Eds.). (2004). *Motivating reading comprehension: Concept-oriented reading instruction*. Lawrence Erlbaum Associates Publishers.

³ Klingner, Janette K. Sharon V. and Alison B. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. New York: The Guilford Press.

⁴ Woolley, G. (2011). *Woolley, G. (2011). Reading Comprehension: Helping Children with Learning Difficulties*. New York: Springer Science & Business Media.

the reader's prior knowledge and the information from the text work together to create meaning.⁵

There are several factors that might affect one's ability to read well. There is a presence of both internal and external factors. Sources from the outside world are the genesis of factors that are external to the students themselves. On the outside, there are aspects such as the environment, the family, and the instructors. These are the components that surround the students in the classroom. The influence of the instructor is the first component to consider. This may encompass anything that is associated with the teacher, such as the reading lesson materials or the method of teaching. The degree of interest that kids have in reading will be determined by these factors.⁶ Family impact is the next illustration of an external component; this influencing variable has to do with help, encouragement, and support from family members. Students can be more enthusiastic readers if they have a family that supports them and can acknowledge their dedication to their studies. It is the parents' great responsibility to instill in their children a good outlook and the value of information. While helping with reading-related schoolwork or tasks and giving English writing books are examples of how family involvement in reading activities typically enhances young learners' literacy skills. The environment is the final factor that influences students. According to their research, students can focus better on their reading assignments when they are reading in a comfortable setting that has adequate light, a comfortable

⁵ C. Snow (2002). *Reading for Understanding in Support of a Reading Comprehension R&D Program*. RAND, Arlington.

⁶ Taladngoen, U., Palawatwichai, N., Estaban, R. H., & Phuphawan, N. (2020). *Studies on the factors affecting EFL tertiary students' reading comprehension abilities*. Rangsit Journal of Educational Studies, 7(1), 12–21. Retrieved from <https://doi.org/10.14456/rjes.2020.9>

temperature, and peace and quiet.⁷

In contrast external influences, internal factors are determined by the students themselves. Examples of internal factors include vocabulary and grammatical mastery of the English language. The linguistics of learners typically reveals both their reading comprehension and linguistic proficiency.⁸ A further internal influencing factor is how students view themselves. According to their research, an EFL learner's internal factors—such as language proficiency, perceptions, and interests—have a big impact on their learning outcomes, which includes their capacity for reading comprehension.

The ability to read successfully also requires world knowledge. By using this technique, students can strengthen their vocabulary deficiencies because one of the main determinants of reading comprehension is vocabulary knowledge.⁹ Reading comprehension and vocabulary competence are significantly correlated. When it comes to reading comprehension and assessing students' level of text comprehension, vocabulary knowledge is essential.

Vocabulary is a vital component of learning a language. Developing one's vocabulary is crucial to learning a language.¹⁰ Vocabulary is the cornerstone of language proficiency since it facilitates to talk, listen, read, and write with more ease. That remark leads us to the conclusion that having a large vocabulary makes

⁷ Gilakjani, A. P., & Sabouri, N. B. (2016). *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*. English Language Teaching, 9, 123-133. <https://doi.org/10.5539/elt.v9n6p123>

⁸ Gilakjani, A. P. & Sabouri, N. B. (2016). *An investigation on the elements influencing the reading comprehension abilities of EFL students and the methods for development*. International Journal of English Linguistics, 6(5), 180-187.

⁹ Roehrig, A.D. & Guo Y. *Engaging in foreign language reading*. Florida State University, United States

¹⁰ Alqahtani, M. (2015). *The importance of vocabulary in language acquisition and effective teaching methods*. International Journal of Teaching and Education, Vol. III(3), pp. 21-34., Doi:10.20472/TE.2015.3.3.002

acquiring the other language abilities easier because the fundamentals have already been addressed.¹¹ Additionally, they said that children who have limited vocabulary will likely feel inadequate and may find it difficult to remain motivated to study the language. Vocabulary should therefore be studied first for those who wish to learn a language. In addition to counting the number of words they know, students should also be aware of how those words are used. Learners of a language will comprehend and use the language more effectively the more vocabulary they have mastered.¹²

Besides that, to be able to comprehend a language and express themselves in it, students need to have a solid command of its usage, structure, and meaning. Increased vocabulary mastery is dependent on each person's drive, need for the words, and desire. To improve one's vocabulary mastery, one needs to be motivated and interested.¹³

People both intentionally and unconsciously pick up vocabulary in a language. People acquire words incidentally; meaning they do not intentionally seek to expand their vocabulary, enhance their vocabulary through leisure reading of any form of book, seeing films, TV shows, and videos, and engaging in language-based gaming. Additionally, they might learn the vocabulary by listening to songs or music in the language. Conversely, those who deliberately acquire new words through deliberate vocabulary learning expand their vocabulary by employing techniques to incorporate new vocabulary material into

¹¹ Richards, J. C., & Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press

¹² Amirian, Mallahi & Zagh. (2015). *he correlation between the amount of vocabulary and the self-regulatory vocabulary strategies used by Iranian EFL learners*. Iranian Journal of Language Teaching Research 3(2), 29-46

¹³ Alqahtani, M. (2015). P. 21-34

their memory.¹⁴

Vocabulary is one of the biggest challenges that students have when learning English. A vital component of every conversation is vocabulary. Their little vocabulary expertise may cause miscommunications with one another.¹⁵ Thus, it is not problematic to study vocabulary before on to other language-related topics. Gaining language mastery can help Student s finish the assignment. Due to their extensive vocabulary, individuals are able to achieve a high level of proficiency in English vocabulary.¹⁶

Self-regulated learning is an initiative that students take up on their own. Stated differently, it is an autonomous process whereby learners transform their personal abilities into learning objectives. "Proactive" in this context refers to the student's knowledge of their own weaknesses and strengths.¹⁷

Self-regulated learning is among the strategies that kids can uses, where students take initiative to control their education and are focused on raising their academic performance, this is known as self-regulated learning.¹⁸ Self-regulation is the process by which individual control, initiate, and carryout actions to enhance their capacity or attainment of their objectives, plans, or standards.¹⁹

Self-regulated education has been discovered to be significantly influenced

¹⁴ Schmitt, N. (2010). *Researching Vocabulary: A Vocabulary Research Manual*. Basingstoke: Palgrave Macmillan

¹⁵ Sedita, J. (2005). *Efficient teaching of vocabulary*. In *Journal of Insight on Learning Disabilities*, 2(1), 33–45.

¹⁶ Zahra Senna M. (2020). *The extent of vocabulary and self-regulated learning strategies among senior high EFL students in Indonesia*. RETAIN. Volume 08 Nomor 03, 173

¹⁷ Zimmerman, B. J. (2002). *An overview of developing self-regulation in learning*. *Theory into Practice*, 41(2), 64–70.

¹⁸ Zarei A & Hatami G. (2012). *On the Association between L2 Vocabulary Knowledge and Reading Comprehension and Self-regulated Learning Components*. *Language Studies: Theory and Practice in Language Studies*, Vol. 2, No. 9, pp. 1939-1944

¹⁹ Sutiono, C., Triana, N., & Arapah, E. (2022). *Reading comprehension and self-regulated learning* : Premise: *Journal of English Education and Applied Linguistics*, 11(3), 219–237. <https://doi.org/10.24127/pj.v11i3.4747>

in academic achievement. Students with strong SRL actively engage and maintain their thoughts, emotions, and behaviors focused on methodically achieving their learning objectives.²⁰ Three phases make up the cycle of self-regulated learning processes: the forethought phase, during which students define their learning objectives and devise a plan of action to reach them; the performance phase, during which students keep an eye on and adjust their performance; and the self-reflection phase, during which students consider the lessons they have learned. The learners then go through the cycle again, using their reflection to make adjustments and get ready for the next assignments.²¹ Moreover, studies conducted recently have revealed a strong interaction between the SRL processes and motivational variables. They require intrinsic desire and perseverance in the face of adversity in order to develop into self-regulated learners.²²

Students' actions during the implementation of self-regulated learning are significant and have the potential to influence their academic performance. Academic success is dependent on students' ability to control their behavior and their social support system. Student academic progress is positively impacted by self-regulated learning and motivation.²³

Additionally, in order to achieve self-established goals, self-regulation also refers to the process of keeping an eye on, controlling, and managing variables

²⁰ Zimmerman, B. J., & Schunk, D. H. (2011a). *Handbook of self-regulation of learning and performance*. Routledge/Taylor & Francis Group

²¹ Dignath, C., & Büttner, G. (2008). *elements that support students' learning to be self-regulated. a meta-analysis of primary and secondary school intervention research*. Metacognition and Learning, 3(3), 231–264.

²² Efklides, A. (2011). *Interactions of metacognition with motivation and affect in self-regulated learning: The MASRL model*. Educational Psychologist, 46(1), 6–25.
<https://doi.org/10.1080/00461520.2011.53864>

²³ El-Adl, A., & Alkharusi, H. (2020). *Relationships between learning motivation, self-regulated learning techniques, and mathematical achievement*. Cypriot Journal of Educational Sciences, 15(1), 104–111. <https://doi.org/10.18844/cjes.v15i1.4461>

like motivation, behavior, and the environment. The specific elements of self-regulated learning, like goal-setting, memory technique, self-evaluation, asking for help, environment structuring, responsibility, and organizing, can be useful in any work in this regard. However, because they must acquire the skill automatically, only a small percentage of students are able to self-regulate their learning process spontaneously. Students will never develop their capacity for self-regulated learning regardless of age or length of study unless they are aware of the strategies themselves.²⁴

Nevinta conducted a study to examine the connection between vocabulary mastery and students' self-regulated learning. This study was carried out at a private university in Yogyakarta's English Language Education Department. Additionally, the analysis showed that the Pearson correlation's p-value is 0.537, which is greater than 0.05. It denotes acceptance of the null hypothesis. It indicates that there is only a weak association, if any, between self – regulated learning and vocabulary mastery. In the meantime, -0.054 is the Pearson Correlation value. It indicates that there is a negative correlation in the tiny correlation. In summary, there is a little negative association between self-regulated learning and vocabulary mastery. The less proficient students can become in language, the more intensely self-regulated learning is used to acquire vocabulary.²⁵

Shandra also conducted research aimed at finding out the significant relationship with Self-Regulation that students have in understanding a reading

²⁴ Wolters, C. A. (2003). *Motivation regulation: Assessing a neglected facet of self-regulated education*. *Educational Psychologist*, 38(4), 189–205.

²⁵ Putri Nevinta B, W. (2021). *The relationship between students' mastery of vocabulary and their self-regulated learning*. Universitas Muhammadiyah Yogyakarta, S1 thesis.

text. In this study, eighth graders at MTSN 1 Kotabumi participated during the 2019–2020 school year. The hypothesis's findings demonstrate that $t_{count} > t_{table}$, indicating the rejection of H_0 and acceptance of H_a . Put another way, it may be said that there is a noteworthy correlation between students' Self-Regulation and their comprehension of texts at the eighth level of MTSN 1 Kotabumi students in the 2019–2020 academic year.²⁶

Reskiawan and Syam conducted the previous study. The goal of this study was to see if there was a link between students' vocabulary competence and reading comprehension at the second-grade level of SMPN 1 Kolaka. The hypothesis test results revealed a relationship between the students' reading comprehension and vocabulary mastery, with a strong coefficient correlation; thus, the alternative hypothesis is accepted. The study's findings support the notion that students' comprehension of the text is aided by their mastery of the vocabulary.²⁷

Sutiono, Triana and Arapah conducted to investigate the students' levels of self-regulated learning in reading comprehension. Forty students from Universitas Lambung Mangkurat's English Language Education Study Program participated. The instrument was a questionnaire. Microsoft Forms was used to send the questionnaire to the students online. The results demonstrate that both student groups regulate their motivation, behavior, and cognitive processes in a similar ways when they are in a learning environment. However, reading instructions

²⁶ Shandra K.N. (2021). *The relationship between reading comprehension and self-regulation among eighth grade students at MTSN1 Kotabumi in the narrative text throughout the 2019–2020 academic year*. Jurnal Griya Cendikia, Volume 6, No. 2

²⁷ Reskiawan Bimas & Syam Hariadi. (2019). *Investigating the Relationship Between Students' Reading Comprehension and Vocabulary Mastery in the Second Grade at SMP Negeri 1 Kolaka*. ELT Worldwide Vol. 6 No. 1

need to be framed to support students' development of self-regulated learning, given that fourth-semester students may be more organized SRL students than second-semester students. Stated differently, instructors ought to tailor their lessons to improve their students' ability to control themselves.²⁸

Basmai and Trisno conducted another previous study. The researcher's major purpose was to discover a link between students' reading comprehension capabilities and their vocabulary mastery abilities. In this study, first-graders at SMAN 1 Junjung Sirih participated during the academic year 2022–2023. The sample consists of 29 students. The Pearson product-moment correlation coefficient was used to evaluate the link between students' reading comprehension (as measured by a reading comprehension test) and vocabulary mastery (as determined by a vocabulary test). Reading test results were positively correlated with better perceived control scores, suggesting a strong positive relationship between the two variables.²⁹

Based on the some ideas and prior study, the investigator aims to identify some factors that impact learners' self-regulated learning. Thus, the purpose of this study is to look at the relationship between students' self-regulated learning, vocabulary mastery, and reading comprehension. All in all, the researcher intended to conduct research "***Correlation among Self-Regulated Learning, Vocabulary Mastery and Reading Comprehension of Students' Senior High***

²⁸ Sutiono, C., Triana, N., & Arapah, E. (2022). *Studying reading comprehension and self-regulated learning in university students through a cross-sectional approach*. *Premise: Journal of English Education and Applied Linguistics*, 11(3), 219–237.

<https://doi.org/10.24127/pj.v11i3.4747>

²⁹ Basmai I & Trisno E. (2022). *The relationship between students' reading comprehension and vocabulary mastery: A study conducted in Grade 10 at SMAN 1 Junjung Sirih Junior High School*. *Journal of English Language Teaching*, Volume 11 No. 3 p 342-347

School".

B. Research Problem

Based on the background of the study above, the researcher formulates some following research problems are:

1. Is there any significant correlation between self regulated learning and reading comprehension skill of senior high school students?
2. Is there any significant correlation between vocabulary mastery and reading comprehension skill of senior high school students?
3. Is there any significant correlation between self regulated learning and vocabulary mastery?
4. Is there any significant correlation among self regulated learning, vocabulary mastery and reading comprehension skill of senior high school students?

C. Objective of the Study

Based on the research problem above, the objective of study:

1. To identify significant correlation between self regulated learning and reading comprehension skill of senior high school students.
2. To identify significant correlation between vocabulary mastery and reading comprehension skill of senior high school students.
3. To identify significant correlation between self-regulated learning and vocabulary mastery of senior high school students.
4. To identify significant correlation among self regulated learning, vocabulary mastery and reading comprehension skill of senior high school students.

D. Hypothesis of Study

In this study, two types of hypotheses are stated: null hypothesis (Ho) and alternative hypothesis (Ha). The hypothesis is described as follows:

1. **Ho1:** There is no significant the correlation between self-regulated learning and reading comprehension skill of senior high school students.

Ha1: There is significant the correlation between students' self-regulated learning and reading comprehension skill of senior high school students.

2. **Ho2:** There is no significant the correlation between vocabulary mastery and reading comprehension skill of senior high school students.

Ha2: There is significant the correlation between vocabulary mastery and reading comprehension skill of senior high school students.

3. **Ho3:** There is no significant the correlation between self-regulated learning and vocabulary mastery

Ha3: There is significant the correlation between self-regulated learning and vocabulary mastery.

4. **Ho4:** There is no significant the correlation among self regulated learning, vocabulary mastery and reading comprehension skill of senior high school students.

Ha4: There is significant the correlation among self regulated learning, vocabulary mastery and reading comprehension skill of

senior high school students.

E. Scope and Limitation of the Study

Reading comprehension is mostly dependent on vocabulary knowledge and self-regulated learning. The overall goal of this study was to ascertain how self-regulated learning, vocabulary mastery, and reading comprehension are related to one another. Students from SMAN 4 Kediri participated in this study in order to keep it limited. Since these participants fall into the category of adult learners, they are competent and knowledgeable about the most recent developments in their field of study.

F. Significance of Study

The result of this study is expected to be useful for:

1. For Students

With the help of this information, students can identify their vocabulary problems and apply self-regulated learning to enhance their reading comprehension.

2. For Teacher

The goal of this research is to provide teachers with knowledge about vocabulary acquisition, self-regulated learning, and reading comprehension so they can support children acquire these skills and start beginning of improving their reading performance.

3. For Further Researchers

The results of this investigation future of this study can serve as a reference for future research on the relationship between vocabulary mastery, self-regulated learning, and reading comprehension various

student levels can be guided by the findings of this study.

G. Definition of Key Terms

1. Self- Regulation Learning

Self-regulation is the process of keeping an eye on, controlling, and managing elements like motivation, behavior, and the environment in order to attain self-established goals.³⁰

2. Vocabulary Mastery

Vocabulary is the part of the English language that is most crucial to communication. It implies that we need to become proficient in vocabulary since students will acquire the four language skills if they have a larger vocabulary.³¹

3. Reading Comprehension

Reading comprehension is the ability to absorb key concepts, details, and general information from a text is referred.³²

³⁰ Wolters, C. A. (2003).

³¹ Hart, B., Risley, T.R. “*The Early Catastrophe: The 30 Million Word Gap by Age 3*” (2003, spring). American Educator, pp.49. <http://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

³² Awaluddin, Nur. 2016. *The relationship between students' reading comprehension and vocabulary mastery in the second grade at SMP Negeri 3 Tanggetada*. Kolaka. USN kolaka