

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the background of the research to describe the reason of the writer conduct the study. It contains of research problem, research objectives, research hypothesis, scope and limitation of the research, the significance of the study, and definition of key term.

### **A. Background of the Study**

Reading does not only perceive the text but also to absorb the meaning contained in it, followed by the ability to provide a response or reaction to what is reading which produces understanding. Abbas (2006) reading is an activity to capture the reading of information expressed or implied in the form of literal, inferential, evaluative, and creative of reading comprehension by drawing on the experience of learning to read.

Many experts define reading with different meaning. Some of them say, reading is very complex mental activity that contains vision, dubbing, thought, and rendition, Celenk (2001 as cited in Sahin, 2013). And also reading is a process of extracting a message from a text which has been constructed by a writer using orthographic symbol, a writer encodes the message a reader decodes it, Murphy (1997 as cited in Razali, K, 2013).

Reading can help the students to get more information in the world widely without going anywhere. Through reading students acquire new ideas, gain the needed information, and seek the evidence for their ideas. Provide the students more or less understand what they read, the more they read, the better they get at

it. The research which focused on difficulties in reading text is a research from Sasmita (2012) who conducted a research to find out the students' problems in comprehending English reading texts. The findings showed that the factors that may make the students have difficulties in understanding English reading texts were related to vocabulary, grammar knowledge, and reading interest.

Nowadays, vocabulary is one of the problems faced of students in learning English language. It would be impossible to learn a language without vocabulary. It should be presented, explained, included in all kinds of language learning activities and must be learnt by students. It means that without having vocabulary mastery people cannot master English. In other words, the vocabulary mastery of students is significant to improve their reading comprehension.

Therefore, to comprehend an English text, it needs an interesting in reading a text. The higher interest in reading has effect the mastery of vocabulary. More vocabulary can be mastered makes the students more easily in translating. Whereas the higher ability in translation, the easier to comprehend what the students read. Furthermore, the US Department of Education (2005) defined reading interests as whether or not students like to read in their spare time or at home or whether they like to go to the library. Besides, reading interest is also defined by the number of books read in a month and the number of times students read in a week and the favourite genres and types of English reading materials. Someone who has no interest in reading will not be able to understand the text well. Because of an interest is like a factor that can push or support someone to do something.

In reading, the students need comprehension to the text. According to Tarigan (2008) reading comprehension is the kind of reading that aims to understand the reading. Reading comprehension means to examine more carefully the reading material so that it can assess the situation, value, function, and effect reading. Furthermore, Oberholzer (2005) said that understanding what we are reading is far more important to us than knowing the mechanical skill of reading. It means that understanding text is the most important aspect in reading. Not only to understand but also the students should comprehend the text that they read. Comprehend means that the students should fully understand of all the aspect of the text (Townend, 2003). Without understanding, reading would serve no purpose.

Indonesian students may get difficulties in comprehending English reading text because English is not their first language. Correlated to the statements, reading comprehension is an activity that is difficult and complex. This is evident from the literacy levels of students in primary schools is still quite low. One of the activities that reveals the lack of reading comprehension is the Program for International Student Assessment (PISA) in 2012.

Based on preliminary study that writer conducted by interviewing English teacher at the tenth grade students of *SMA Muhammadiyah 2 Kota Kediri*, the students have problem in reading. Most of them got low mark in comprehending the text. Besides that, their interest in reading is low, but the students who got low score in reading interest, do not mean they also got low score in comprehension and vocabulary mastery.

That is relationship among students' vocabulary mastery, students' reading interest, and their reading comprehension. So, both reading interest and vocabulary mastery are one of the important factors that should be considered in improving reading comprehension.

By looking the problem above writer is interested in discussing *“Correlation among vocabulary mastery, reading interest, and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri”*

## **B. Research Problem**

According to the background of study above, this research is formulated to analyze and examine the following questions:

1. Is there any correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri?
2. Is there any correlation between reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri?
3. Is there any correlation between vocabulary mastery and reading interest of the tenth grade students of SMA Muhammadiyah 2 Kediri?
4. Is there any correlation among vocabulary mastery, reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri?

### **C. Research Objectives**

Based on the statement of the problem above, the general objective of this study is to find out:

1. Whether or not there is a significant correlation between students' vocabulary mastery and reading comprehension
2. Whether or not there is a significant correlation between students' reading interest and reading comprehension
3. Whether or not there is a significant correlation between students' vocabulary mastery and reading interest
4. Whether or not there is a significant correlation among vocabulary mastery, reading interest, and reading comprehension

### **D. Research Hypothesis**

The researcher considers hypothesis to make purposes of the study clear. The researcher has two hypothesis, these are :

- The alternative hypothesis ( $H_a$ )
1. There is significant correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri
  2. There is significant correlation between reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri
  3. There is significant correlation between vocabulary mastery and reading interest of the tenth grade students of SMA Muhammadiyah 2 Kediri
  4. There is significant correlation among vocabulary mastery, reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri

- The null hypothesis ( $H_0$ )
- 1. There is no significant correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri
- 2. There is no significant correlation between reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri
- 3. There is no significant correlation between vocabulary mastery and reading interest of the tenth grade students of SMA Muhammadiyah 2 Kediri
- 4. There is no significant correlation among vocabulary mastery, reading interest and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri

#### **E. The significance of the study**

The writer expects that the result of this study can provide useful information for:

1. For students

The students will know whether their vocabulary mastery and reading interest will help them much or not in reading comprehension

2. For teachers

This research is expected to provide for the teachers with the information about vocabulary mastery, reading interest and about students' reading comprehension, which the teacher can help the students when they face some problem in mastering all of them.

3. For the next researcher

This research is expected to be a reference for further researches about relationship between vocabulary mastery, reading interest and students' reading comprehension.

## **F. The Scope and Limitation of The Study**

The scope and limitation of this study is reading skill of the students. This research is focused on the correlation among vocabulary mastery, reading interest, and reading comprehension of the tenth grade students of SMA Muhammadiyah 2 Kediri in the academic year 2020/2021.

## **G. Definition of key term**

In order to have same idea in concept of this study, the researchers clarify to term that used in this study, as the detail are:

1. Vocabulary Mastery

Vocabulary is not a developmental skills, it is total number of the words that should be mastered by language learners as integral part of comprehension. Mastery means as comprehensive knowledge. Vocabulary mastery does not mean as knowing meaning of vocabulary. It also means that the person is able to recognize, understand and produce the stock of words and their meaning.

2. Reading Interes

In this study, reading Interest means repeated activity in reading and refers to how much someone spent their time in reading or the frequency that the students read English text.

3. Reading Comprehension

The definition of reading comprehension is simply recognized as a competency of comprehending certain texts. The reading comprehension will be easily mastered if the students have already had some stock of words. Thus, it clears enough to be known that the correlation among students' vocabulary mastery, reading interest and their reading comprehension is significant.