

## CHAPTER I

### INTRODUCTION

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

#### **A. Background Of The Study**

Reading is one of the most important things to do in order to increase one's level of knowledge. Reading is a complex activity that involves creating meaning from symbols or drawing inferences from them. Reading may give individuals with knowledge, ideas, and perspectives that are novel and groundbreaking. Reading has emerged as one of the most important building blocks for a well-rounded vocabulary. Reading instructions are an important component of the curriculum that is covered in most educational settings. English is a fundamental subject, which means that it is required to be mastered by all students, and it has evolved into the de facto topic for study at lower academic levels. The reader's choice of text is determined, in large part, by the purpose of their reading. Reading has a profound impact on the intellectual and creative development of students. A pattern of conduct that is carried out on a regular basis might be defined as a habit. A pattern of behavior that demonstrates a desire to read as well as a preference for reading is referred to as a reading habit. It is a system for arranging the process of reading, which includes how often, how much, and what the reader reads. According to (Zwiers, 2004), A more precise definition of the

term "reading habit" would be the instinctive and unconscious processes of constructing meaning from text.

Reading is a vital component in the process of fostering a culture of literacy since it shapes an individual's personality, contributes to the development of effective thinking methods, and inspires new ideas (Sadan, 2012). Furthermore, (Simanjuntak, 1988) defines a reading habit as the number of times an English text a particular amount of time. Again, (Shen, 2006) explains reading habits is related on how often people read, how much they read, and what they read. Reading is a wonderful practice that has the potential to bring about tremendous change in one's life. By sharing its insights and experiences, it has the ability to enlighten, amuse, and entertain other people. Reading habit contributes to reading activity. Practice will push a sense of attraction to read, especially in learning English. The reading pattern in English allows students to explore other worlds and widen their horizons. Students who practice effective reading habits regularly are more likely to read and grasp English texts fluently and adequately. Students will get smarter as they become more accustomed to reading. Reading habits are also beneficial to analytical skills in task understanding.

In this sense, kids need a supportive mindset and conducive conditions, such as their immediate environment or reading preferences, to develop effective reading habits. As a result, to make consistent development in the educational process, students must improve their reading habits to accomplish specific goals

(Ogeyik & Akyay, 2009). As a result, the habit of reading plays a critical role in the growth of student competence in education.

Finally, the learning outcome might reveal if a person has a solid or weak habit of reading English. This indicates that the students' high practice has aided them in mastering the English subject. Some students find it difficult to read a book, article, or paragraph in English. It is due to a number of issues, one of which is your lack of vocabulary mastery. Vocabulary is recognized to be extremely significant in the development of the four abilities of language. As previously stated, students' English vocabulary and reading comprehension can be influenced by their reading habits. Reading is one of the most effective techniques to enhance vocabulary and reading performance since you can assess how well students grasp the words and comprehend the text when they read a lot.

Vocabulary is an essential material for any communication. Insufficient knowledge of vocabulary can lead to misunderstandings in communication between them. In addition, he has good reading skills; a language learner will know a wide variety of vocabulary. Mastering vocabulary will help students improve their reading skills, as students will encounter some words that are not understood if they read a lot. Vocabulary is an essential part of language competency since it determines how effectively learners talk, listen, read, and write (Richards & Renandya, 2002). Therefore, there is no problematic the need to learn vocabulary before moving on to other aspects of the language. Mastering vocabulary can assist students in completing the job. They know more terms to

accomplish English vocabulary knowledge well since they have a large vocabulary.

Vocabulary is a significant issue that students confront when learning English. In Indonesia, English is only taught in formal schools and courses. One of the difficulties of English language learners is vocabulary. According to (Sedita, 2005), Reading comprehension relies heavily on vocabulary, and students' levels of word familiarity directly correlate to how well they understand the text.

One of the most crucial aspects of student achievement is reading and comprehending English. Reading habits are also considered one of the characteristics that influence reading comprehension performance. As a result, improving English reading comprehension necessitated improving pupils' English reading habits.

According to Hoover & Gough (1990), reading comprehension relies on text rather than oral language to interpret words and deduce meaning. In other words, reading comprehension is the ability to understand what words mean when they are written down.

The researcher discovered some issues based on the explanation, that most of the students have problems in vocabulary mastery and reading comprehension in English. Some students find it difficult to read books or articles in English. This is caused by several things, one of which is the lack of reading habits and vocabulary mastery. students who do not have the habit of reading and

vocabulary mastery will have difficulty to understand and catch the information in the reading text. Reading in English helps students build and increase their vocabulary. Reading habits in English also automatically affect students' vocabulary knowledge and reading comprehension. Therefore, the researcher tried to conduct a study in the presence of this problem.

There have been several studies relating to the topic of the research. The first previous study was carried by (Perdawati, 2020). This study aimed to determine whether there was a significant relationship between vocabulary mastery and reading comprehension among 11th-grade students at SMA Negeri 1 Indralaya and how much vocabulary mastery aids 11th-grade students in understanding what they read. After analyzing and calculating the data, it was found that there was a strong link between how well 11th-grade students at SMA Negeri 1 Indralaya knew their words and how well they understood what they were reading.

The second previous study is by (Lestari, 2017). She did a correlation study to find out how much students read, how well they know words, and how well they understand what they read in the second semester. The results showed that the score correlation coefficient between how often students read and how well they understand what they read was high.

Based on the explanation above, this study seeks to find out whether reading habits have a significant correlation with vocabulary mastery and their reading comprehension positively or negatively with the title: *"The Correlation*

*between Students' Reading Habit, Vocabulary Mastery and Their Reading Comprehension of Senior High School. "*

## **B. Statement of the Problem**

Based on the background of the study, the statements of problems of this study are:

1. Is there any significant correlation between students' reading habits and vocabulary mastery in senior high school?
2. Is there any significant correlation between students' reading habits and reading comprehension in senior high school?
3. Is there any significant correlation between students' vocabulary mastery and reading comprehension in senior high school?
4. Is there any significant correlation among students' reading habits, vocabulary mastery and reading comprehension in senior high school?

## **C. Object Of The Study**

Based on the research of the problem above, the general objective of this study is:

1. To identify whether there is a correlation between students' reading habits and vocabulary mastery of senior high school.
2. To identify whether there is a correlation between students' reading habits and reading comprehension of senior high school.
3. To identify whether there is a correlation between students' vocabulary mastery and reading comprehension of senior high school.

4. To identify a correlation among students' reading habits, vocabulary mastery and reading comprehension of senior high school.

#### **D. Hypotheses**

Based on the reserach problem and research objective, the hypothesis can be formulated as follows :

##### 1. Alternative Hypothesis (Ha)

- (1).There is a significant correlation between students' reading habits and vocabulary mastery of senior high school.
- (2).There is a significant correlation between students' reading habits and reading comprehension of senior high school.
- (3).There is a significant correlation between students' vocabulary mastery and reading comprehension of senior high school.
- (4).There is a significant correlation among students' reading habits, vocabulary mastery and reading comprehension of senior high school.

##### 2. Null Hypothesis (Ho)

- (1).There is no a significant correlation between students' reading habits and vocabulary mastery of senior high school.
- (2).There is no a significant correlation between students' reading habits and reading comprehension of senior high school.
- (3).There is no a significant correlation between students' vocabulary mastery and reading comprehension of senior high school.

- (4). There is no a significant correlation among students' reading habits, vocabulary mastery and reading comprehension of senior high school.

### **E. Significance of The Research**

By the research study, the writer wants to give contributions :

#### 1. For Students

Students may use this information to discover their issues with vocabulary and reading comprehension and their reading habits to improve their reading comprehension.

#### 2. For Teacher

This study is intended to give instructors information on reading habits, vocabulary mastery, and reading comprehension to assist students in mastering them all and as a beginning point for improving students' reading performance.

#### 3. For the other Researchers

This study's findings can be used to guide future research into the link between reading habits, vocabulary mastery, and reading comprehension at different levels of students.

### **F. Scope and Limitations Of Research**

The scope and limitation of this study is to find and explain about reading skill of the students. This research focused on the correlation among student's reading habit, vocabulary mastery and reading comprehension of the tenth grade students of SMAN 4 Kediri.



## **G. Definition of The Key Terms**

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

### **Reading Habit**

Reading habits is a pattern of behavior that reflects a desire to read and a liking for reading. According to (Iftanti, 2012), the amount and frequency of a reader's reading is what constitutes that reader's reading habit. Fluency, automaticity, accuracy, a huge volume of reading, good competency in English, a positive attitude toward reading, self-selection of books, desire to read, and frequent assignment outside of school hours are all suggested by it. It suggests that the reader produces language by forming connections between the text's linguistic cues and prior knowledge.

### **Vocabulary Mastery**

According to (Schmitt N. , 2000), One of the most significant aspects of a language is its vocabulary. It would help if you grasped the language to communicate effectively. No matter how well you master grammar or how good it sounds, a foreign language cannot make sense. It suggests that while understanding the vocabulary is complicates, and other language features are stable and well-structured.

### **Reading Comprehension**

Reading comprehension or comprehension, according to (Agustino, 2008, p. 1), says is the capacity to read to comprehend the key concepts, vital details, and overall knowledge.