

CHAPTER I

INTRODUCTION

This chapter provides an explanation of the introduction of the research. The introductory chapter consists of background, problem formulation, research objectives, hypotheses, research significance, scope and limitations, and definitions of key terms. Some of these points will be discussed in the introductory chapter.

A. Background of the Study

Vocabulary is an important aspect of learning English and students must master it in order to understand English lessons. Vocabulary mastery is a component of English that influences language teaching, as Edward (1997) points out, Vocabulary is an important factor in all language teaching. The bigger one's vocabulary, the higher one's output in all aspects of English. Students cannot understand what they read unless they know what each word means. Bahri (2017) argues that when readers find words that are unknown or do not understand the meaning contained in the text, they will have difficulty understanding the contents of the text. To understand the content of English texts, students need a lot of vocabulary. Students are said to be successful in reading comprehension influenced by one of the factors, that factor is vocabulary mastery.

Vocabulary mastery is an internal factor that influences students' reading comprehension. Mastery of student vocabulary is able to provide an overview of students' ability to understand the contents of the reading text they are studying. This can be interpreted that vocabulary mastery is one of the factors in knowing whether students have reading comprehension. Furqon

(2013) states that vocabulary knowledge is important for one's reading comprehension, because it can determine how well students understand the text they read. Some students find it difficult to read books or articles in English. This is caused by several factors. The researcher found several problems that

occurred at MAN 1 Kediri, that most students did not understand vocabulary in reading comprehension of English texts. The statement reveals that a weak vocabulary can affect a person's understanding of reading content. Reading comprehension is highly dependent on students' ability to master vocabulary, and students' ability to master words is directly correlated with how well they understand the English text they are studying.

Vocabulary mastery requires students to understand the text, in other words, a lack of vocabulary in learning English will cause difficulties in understanding the text Willis (2008). This means that to understand English or communicate using English, students must read a lot of texts in English, because reading is very important in learning. Therefore, vocabulary mastery can be said to play an important role in helping students understand the reading process.

Reading is the most important thing in human life. Of course as a goal to increase one's knowledge. As explained in QS. Al-'Alaq verses 1-5 are the verses of the Qur'an which were first revealed to the Prophet Muhammad through the intermediary of the angel Gabriel. The revelation that first came down reads *iqro'* which means "Read!" contains human-readable markings. this shows that God commands people to read in order to obtain new

information or knowledge. Command to read in QS. Surah Al-'Alaq verses 1-5 contains a recommendation to read something because it is not limited by a particular object. One way to read the instructions as stated in Surah Al-'Alaq verses 1-5 is to examine all the information that has been widely disseminated in various literacies, such as books, newspapers, the internet and other media.

Reading is an integrated activity that involves understanding the meaning of symbols or drawing conclusions from the text read. Reading can provide knowledge, ideas, and new perspectives and innovations for readers. Reading is an important component of the curriculum covered in most settings as well as educational goals. English is a basic subject that all students must follow, and has developed into a topic studied at the academic level since elementary school. Reading is one of the important language skills. By reading, people can get a lot of information. The more a person reads, the more information he gets. Reading makes a person smarter and more creative Furqon (2013). Student achievement in all subjects depends on their reading ability. Reading can make someone broad-minded. The purpose of reading in language is to provide information to individuals about something of interest, or challenge to certain things. In other words, to expand knowledge and experience of the world as a guide in life. Kimberly (2014) says that understanding is a process in which information from text and knowledge possessed by readers act together to construct meaning. In other words, reading comprehension is very complex and varied.

The problems that exist in reading comprehension are, first, the lack of interest in reading in students. Lack of students' interest in reading makes

students not want to learn reading skills because according to most students reading skills are very boring. Second, the lack of students' understanding of the meaning of each reading text that has been provided. Generally educators will ask the meaning of the reading text that is being studied, but not a few of the students do not understand the meaning of the existing reading. And the last problem is the lack of student vocabulary. Therefore, researchers try to conduct research with these problems.

There are several studies that have relevance to the research topic entitled the relationship between vocabulary mastery and students' reading comprehension with previous research. The first research was conducted by Atika (2022). This study aims to determine whether there is a significant correlation between students' reading habits, vocabulary mastery, and reading comprehension in SMA. Researcher using a quantitative approach using a correlation design to analyze the research data. The number of participants was 141 students of class X SMAN 4 Kota Kediri.

The second research was conducted by Yasa (2018) entitled "The Correlation Between Students' Vocabulary Mastery and Reading Comprehension Ability of Class X SMA Smart Murni Deli Serdang Academic Year 2017/2018." This study aims to determine the relationship between students' vocabulary mastery and students' ability in reading comprehension. This study uses a correlation research design, in which the data collection technique uses a test as an instrument to obtain data. The subjects of this study were 30 class X students of Smart Pure Deli Serdang High School in the 2017/2018 academic year. The data analysis technique

used is quantitative data. Quantitative data were taken from vocabulary and reading comprehension tests.

Based on preliminary studies and interviews based on indicators of reading comprehension according to Khairul (2022) , namely (a) ability to capture reading content (b) ability to summarize reading (c) ability to answer questions according to reading content (d) retelling reading content. These indicators were arranged into questions as guidelines in interviews with English teachers at MAN 1 Kediri. The following are the results of interviews with English teachers at MAN 1 Kediri. The results of the interviews showed that 80% of students, especially class X, were still lacking in vocabulary mastery so that students found it difficult to understand the English texts, articles and books they were studying. This is because some students do not know how to identify the main ideas of the text and are unable to identify the meaning of words.

The novelty of this study is the population where the researcher will conduct research, namely at the Madrasah Aliyah level, where Madrasah Aliyah students are generally considered to have a better level of religiosity than general high schools. In the previous study conducted by Atika (2022), the research population was conducted at the general high school level. This is one of the novelties of the previous research. This type of research is correlational which aims to determine the relationship between vocabulary mastery and reading comprehension, so the researcher does not use a pretest and posttest research design in the research to be conducted, the researcher only wants to know the correlation between vocabulary and reading

comprehension, and how far the influence of vocabulary mastery on reading comprehension. Another novelty of this study is the vocabulary and reading comprehension instruments. The researcher will use pictures combined with mind maps for vocabulary tests and reading exercises for reading comprehension tests. In contrast, research conducted by Atika (2022) uses multiple choice or written essays to test reading comprehension.

From the description above, the researcher is interested in conducting research that discusses the correlation between vocabulary mastery and reading comprehension in class X MAN 1 Kediri to find out whether there is a significant relationship between the two variables that have a positive or negative influence. So in this study research was carried out with the title "The Correlation Between Vocabulary Mastery and Reading Comprehension at the Tenth Grade Students of MAN 1 Kediri".

B. Statement of the Problem

Based on the background above, the researcher formulated the research problem as follows:

Is there any correlation between vocabulary mastery and reading comprehension at the tenth grade students of MAN 1 Kediri?

C. The Objective of Study

Based on the above research problems, the research objectives are as follows:

To find out the correlation between vocabulary mastery and reading comprehension at the tenth grade students of MAN 1 Kediri.

D. Hypothesis

1. Alternative Hypothesis (Ha)

There is a significant correlation between vocabulary mastery and reading comprehension at the tenth grade students of MAN 1 Kediri

2. Null Hypothesis (Ho)

There is no significant correlation between vocabulary mastery and reading comprehension at the tenth grade students of MAN 1 Kediri

E. Significance of the study

1. Theoretical Benefits

The results of this study are expected to add insight into the field of education and become a reference for further research related to reading comprehension and become a reference in developing learning methods in education.

2. Practical Benefits

1. For English Teachers

English teachers can find out the correlation between learning or vocabulary enrichment and students' reading comprehension. Therefore, English teachers need to pay attention to the process of teaching and learning vocabulary, because it is basic knowledge that students must master.

2. For Students

It is hoped that the results of this research can become knowledge for students so that students know how to understand reading so that they

are able to adjust their learning strategies and become better individuals so that they can improve their learning achievements.

3. For Other Researchers

It is hoped that future research can conduct research on the correlation between vocabulary and other skills, not only reading comprehension but also writing, speaking or listening. Future research can use the results of this study as a reference.

F. Scope and Limitations

The scope of this research is students of class X MAN 1 Kediri. Class X MAN 1 Kediri consists of 143 students. The researcher decided to designate this school as a research subject because the research material used descriptive text which is a competency that must be learned and mastered in SMA /MA equivalent. The limitations of this study are an important part of knowing that there is a relationship between vocabulary mastery and students' reading comprehension. Researchers limit class observation only in research. The research sample was limited to students of class X MAN 1 Kediri.

G. Definition of Key Terms

1. Correlation

Correlation is a relationship between two things where if one thing changes it will affect the other thing Oxford University (2003), correlation is also defined as a statistical test to determine the tendency or pattern of two (or more) variables or two data sets that vary consistently Creswell (2012), this means that correlation is an attempt to connect between the first variable

and the second variable with the aim of testing the tendency of the influence between two (or more) variables. Correlational studies should always discuss the evidence for the reliability and validity of their measurements. If no evidence of reliability or validity is provided or available, the research results can be said to have no relationship Katherine (2010).

2. Vocabulary

According to Schmitt N (2000), vocabulary is an important aspect of a language. It helps you understand the language to communicate effectively and communicatively. Regardless of how good your grammar is or how good your pronunciation is in the language, even the foreign language you speak sounds preposterous. This shows that understanding vocabulary is complex, and other aspects of language must be stable and well structured .

3. Vocabulary Mastery

Vocabulary mastery is competence or complex knowledge about lists or groups of words that make up a language or sentences that can be used by certain people, groups or professions. There are several ways to learn vocabulary mastery, for example by using the memorizing method with pictures and mind maps. According to Herrell and Jordan, (2004) images are an approach in which the language used in teaching is made easier to understand by displaying images that allow students to understand English words and linking them with the visual images displayed. Georgiou and Pavlou (2003), use pictures with the aim of enabling children to develop certain criteria and codes regarding their English knowledge and to motivate

them by providing a visual representation of their knowledge, with pictures it is easier for students to understand English words. what they learn.

Mind Mapping, which is based on classification and information hierarchy, spanning the branches of a central main with clear relationships to each other. It can be described as a radiating graph consisting of a main topic and several subtopics. Mind Map is a structure that can be used to describe the way the brain thinks. It can also be thought of as a map showing the relationships between different fields of knowledge. Mind Maps lighten the burden of relying on memorization by turning information that is tedious to memorize into colorful and highly organized images through hierarchy and classification. lighten the burden of relying on memorization. Mind Maps ensure that any new information that is entered into students' minds is automatically “ linked” to previous information. The more of these grapple hooks, the easier it is for students to "hook" information. Students who have memorization problems are traditionally in a very disadvantageous situation when forced to use foreign language learning methods that memorize as an important part of the learning process. The mind map method can help present learned and learned vocabulary in a related and logical matrix, so that what was previously a weakness can turn into a strength. (Buzan & Buzan in Wang, 2018).

4. Reading Comprehension

Reading comprehension is a process that asks students to understand a text. Miller (2005), the main purpose of reading instruction is to help students understand the text By reading comprehension, students can increase

their knowledge, enrich their vocabulary, get information, explore their ideas, and refresh their minds.

In this study, drill readings were used. One type of audio-lingual approach is drill, where students repeat the model given by the teacher. Accuracy is more important than fluency. Taylor (2022) This involves students repeating words or sentences modeled by the teacher. Types of practice include chorus practice, in which the whole class is involved, and substitution practice, in which the instructor changes the cue word with each repetition. Researchers will use PDF files with links that will be provided to students in this regard.