CHAPTER I

INTRODUCTION

A. **Background of Study**

Reading is one of language skills noted as a part of important ability in broadening readers' perspectives, giving them a chance to see the world. The ability to read empowers the readers to take control of their own knowledge and further to decide their future. Having reading skill will ease one in understanding information and knowledge. This skill will also be a useful mean to gain successful in academic.

Reading is one of skills which should be mastered by students of senior nior High School. In language learning, reading plays an important role in mastering other language skills. Reading nowadays is not learnt apart from other skills. It should be integrated and put in whole context (holistic). To achieve this, the support of language elements such as vocabulary and grammar, and the existence of an appropriate reading strategy or model are required. Reading without understanding will not mean as reading. The successful of reading is influenced by many factors. Those factors come from either inside or outside the individual of learner, both related to linguistic factors or non-linguistic factors.

Reading comprehension means understanding what has been read. People who has high skill of reading will understand the academic textbook easily, and then getting important information of it. Meanwhile, people who has low skill of reading will get the difficulty in understanding printed media. They will feel difficult to get information from book or magazine or newspaper.

They have to improve their reading comprehension in order to get information or idea from the text.

The successful reading is influenced by some factors. They are internal factors and external factors. Internal factor comes from all personality of student include self-esteem, inhibition, risk taking, anxiety, motivation, mastery (vocabulary and grammar). While external factor comes from outside of students self, include teachers, facilities of learning situation of school, learning material, the economic condition of parents, etc.

Other factor that affects reading comprehension is learning motivation. Motivation is one of the internal factors that influences in learning. Nunan (2003: 22) says that motivation and learning attitude are important predictors of achievement. In relation with that statement, Slavin (2011: 100) said that students who are highly motivated to learn something are more likely to be active than others to consciously plan their learning, to carry out a learning plan, and to retain the information they obtain.

Motivation and engagement contribute to reading comprehension. Motivation and engagement influenced the development of reading comprehension because motivated students want to understand the text content fully and information deeply. Students with high motivation to learn English will be better prepare themself to contribute the process of teaching and learning process in the classroom. They will prefer read more books, ask question to the teacher if they confused, answer question from the teacher, do the exercise, trying use English language for communication, and they will feel happy contribute the learning English. Meanwhile, students with low

motivation will have no enthusiasm to engage the process of teaching and learning English in the classroom. They will rarely to ask question and answer question from teacher, lazy to do the exercise, they will forced to read books. So that, teacher can differ which one student with high motivation and wich one student with low motivation.

Based on the elaboration previous, in this study the correlation between vocabulary mastery is investigated, learning motivation and reading comprehension. From this idea above, the researcher determines the topic entitled: A correlation between vocabulary mastery and learning motivation toward reading comprehension of the first grade students of SMAN 1 Plosoklaten. That place is chosen base on the English teacher information. Most of their students who have low motivation they have low ability in english.

B. Statement of Research Problem

Based on the background of the study above the problems in this research can be formulated as follows.

1. Is there any correlation between vocabulary mastery and reading comprehension of the tenth grade students of SMAN 1 Plosoklaten

2. Is there any correlation between learning motivation and reading comprehension of the tenth students of SMAN 1 Plosoklaten

3. Is there any correlation between vocabulary mastery and learning motivation toward reading comprehension the tenth students of SMAN 1 Plosoklaten

C. Objectives of Study

Based on the problem statement above, the researcher arranges objective of the study as follows:

1. To find whether there is significant correlation between vocabulary mastery and reading comprehension of the first grade students of SMAN 1 Plosoklaten

2. To find whether there is significant correlation between learning motivation and reading comprehension of the first grade students of SMAN 1 Plosoklaten

3. To find whether there is significant corelation between vocabulary mastery and learning motivation toward reading comprehension of the first grade students of SMAN 1 Plosoklaten

D. Significance of study

The results of this study are expected to give benefits both theoretically and practically.

a. For students

For the student, the result of this research can be used to give information about aptitude and achievement and also students can develop 4their motivation to learn English.

b. For teacher

For the teacher, the result of this researchgives information and how to improve their students and to know well to students' phyological condition in learning English.

c. For other researcher

The researcher hopes that the result of this research can give information and references to the other researchers that are related with this research.

E. Scope and Limitation

The scope in this study is focused on vocabulary mastery and learning motivation toward reading comprehension. When the students have high mastery of vocabulary and students have high motivation, they assumed that they will be easy to understand what they read. Meanwhile, when the students have low mastery of vocabulary and students have low motivation, they assumed that they will get difficulty when they read.

F. Hypothesis

The hypothesis of the research can be formulated as follows:

1. There is a positive and significant correlation between vocabulary mastery and reading comprehension

2. There is a positive and significant correlation between learning motivation and reading comprehension

3. There is a positive and significant correlation between vocabulary mastery, learning motivation and reading comprehension.

G. Definition of Key Terms

1. Vocabularu mastery

Hornby (1994: 959) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Hiebert and Kamil (2005: 2) state that vocabulary is not a

developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.

2. Learning motivation

Learning motivation is as an internal process that can give energize to human behavior which is realized into action will be transferred into cognition, feeling, and action.

3. Reading comprehension

Reading is one of important language skill that is needed by people. Reading is process of interpreting a message. Reading is needed by people to get information from written text. Reading comprehension means understanding what has been read. Snow Catherine (2002: 11) states that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Sometimes, students have been read a text but students get nothing from it.