

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents about background of the study, research question, the objective of the study, scope and limitation, significant of the study, previous study, hypothesis of the study, and definition of the key term.

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

Reading is one of language skills that should be mastered by students. It is one of the aspects noted as a part of important ability in broadening readers' perspectives, it is also 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. Everyone needs this skill to find information from letters, newspaper, novel, textbooks, or other printed media.

As one of the language skills, reading plays an important role because reading has become a part of our daily life. Through reading, people are able to gain a lot of knowledge, information, and problem solution. 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. 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. Therefore, when doing reading, comprehension

is needed. If students can read a text but do not comprehend what they are reading means that they are not really reading.

Reading comprehension means understanding what has been read. People who has high skill of reading will understand the academic textbook easily, and 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.

Motivation is one of the internal factors that influences in learning. Nunan (2003: 22) said 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 themselves 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 which one student with low motivation.

Another factor influence the successful of reading is linguistic factors such as knowledge of vocabulary, knowledge of grammar, knowledge of punctuation, and other part of language. The successful of reading also need the knowledge of the world. Guthrie et al. (2004: 405) says that reading comprehension is correlated with a range of cognitive and metacognitive strategies. Guthrie's statement implies that one should have proper knowledge of the world in order to understand the text. One will fail to understand the meaning of any text unless he already has proper background knowledge. Thus, the competence of students to read English text depends on their skills

and knowledge. In order to gain competence in reading, one should have all of those skills and knowledge.

Language reading comprehension is affected by vocabulary alone (Laufer in Kuang Yu Chen, 2011: 29). The breadth of vocabulary knowledge usually is represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words. Rumptz (2003) says that vocabulary plays important role in reading. A reader could have all of reading skills, but be impeded in understanding a text if the vocabulary of the text was not of his or her schematic knowledge.

A preliminary study was conducted by interviewing the teacher and the students of SMPN 3 Wonomulyo, especially the eighth grade students. From the interviewing, the problem was found that the students faced difficulties in reading comprehension. It was hard for them to understand the content of the text because of their lack of vocabulary, background knowledge, and grammatical structure. Some of students just read the text without trying to connect the ideas of the text. They only focus to be able to read the text without comprehending it overall. Those problems affected the students' motivation in reading comprehension text. However, after checking the data of reading comprehension achievement, the database show that reading comprehension achievement of the eighth grade students of SMPN 3 Wonomulyo need to develop.

Before determines the topic of this study, the researcher found some previous studies. The first previous study was written by Baihaqi (2014) studied the influence of vocabulary mastery toward English speaking ability. The research yields that there is a positive and significant influence between English vocabulary mastery and the students' speaking ability, with the value of correlation coefficient 0.764 which is higher than the value of  $r$ -table (0.176). The second previous study was written by Rahhman and Deviyanti (2012). They conducted the correlation between students' motivation and their English speaking ability. The result showed that the coefficient correlation of the research is 0.780 means that there is positive correlation between students' motivation and their English speaking ability. The last one was written by Sari (2017) studied correlation between students' motivation and reading comprehension. She found positive correlation between students' motivation and reading comprehension ( $r=0,879$ ).

Based on the explanation above, the researcher intends to study the correlation among learning motivation, vocabulary mastery and reading comprehension. From this idea above, the researcher determines the topic entitled: The correlation between learning motivation and vocabulary mastery toward reading comprehension of the eighth grade students of SMPN 3 Wonomulyo.

## **B. Research Question**

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

1. Is there any correlation between learning motivation and reading comprehension of the eighth grade students of SMPN 3 Wonomulyo?
2. Is there any correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 3 Wonomulyo?
3. Is there any correlation between learning motivation and vocabulary mastery toward reading comprehension of the eighth grade students of SMPN 3 Wonomulyo?

### **C. Objective of the 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 learning motivation and reading comprehension of the eighth grade students of SMPN 3 Wonomulyo.
2. To find whether there is significant correlation between vocabulary mastery and reading comprehension of the eighth grade students of SMPN 3 Wonomulyo.
3. To find whether there is significant correlation between learning motivation and vocabulary mastery toward reading comprehension of the eighth grade students of SMPN 3 Wonomulyo.

### **D. Scope and Limitation**

The scope in this study is focused on vocabulary mastery, learning motivation, and reading comprehension. Therefore, the researcher limited this study to find a correlation between students' learning motivation and their

vocabulary mastery toward reading comprehension of the eight grade students of SMPN 3 Wonomulyo.

#### **E. Significance of the Study**

The results of this study are expected to give benefits both theoretically and practically. Theoretically, the result of this study hopefully can be used to improve and develop the English learning and teaching especially which correlates to learning motivation, vocabulary mastery, and reading comprehension. Practically, the teacher is expected to starting point to improve students' reading comprehension through improving their learning motivation and vocabulary mastery. The result of this study hopefully can increase students' motivation in understanding English text reading. For the next researcher, the result of this research can give information and reference in conducting further research that are related with this research.

#### **F. Hypothesis of the Study**

Based on previous studies, the hypothesis of this study can be formulated as follows:

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

**G. Definition of the Key Term**

## 1. Correlation

Correlation here is the goal to describe the associate between two or more continuous variables, between predictor variable (y) and criterion variable (x).

## 2. Learning motivation

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

## 3. Vocabulary mastery

Vocabulary mastery is students' ability to mastered vocabulary indicated by score in test.

## 4. Reading comprehension

Reading comprehension means students' ability to understand what they has been read.