

# **CHAPTER I**

## **INTRODUCTION**

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

Nowadays, persons are required to hold quality human resources. Any of the ways to improve the quality of human resources is through education. Education is one factor that plays an important role in improving human resources. Amos and Grace (2017:14) education is the process of replacing attitudes and behavior of group or person in effort to developed humans through teaching and training efforts, processes, methods and actions of educating. It can be interpreted that education is aware and planned effort carried out by students and teachers in the learning activities.

English language is an important language in this world. English as a global language at this time works an main part in Indonesian foreign language education, especially for Indonesian children who consider English their second language at school or at home. Some students in certain situations can get more about English from their environment, such as from their family and their friends. As a result, they can master some of the skills in English. In the English language have four skills that have to be learned. Those are reading, writing, speaking, and listening. Four skills are very important for a student. In obtaining education, a student gets it in various ways. One such way is reading.

Meliyawati (2016: 3) defines reading as ability be able supposed to be element of a very complicated movement for the reason that includes some parts in it once aware a reading that is presence read. It interpreted reading is an activity to get the matter of a reading that is being read. Reading is one of main language abilities for student. Reading is activity of getting point from a text. Reading is understanding word by word to get information. By reading we can understand the content of a reading. Reading comprehension is the activity understanding the student takes read. Reading comprehension is thoughtful and active method occurs as long as a student reads the text.

In reading activities, not all students can understand the content of the reading they read. There are two factors that can make success in reading comprehension process. Individuals are internal and external factors that make reading successful. Internal factors are factors originate since learner's personality, such as self-appreciation, risked, motivation, mastery grammar, mastery vocabulary, inhibition, and anxiety. Whereas external factors are factors originate since beyond the learner's, which include teachers, ability, material in learning, parent's economic condition, learning facilities in the school, etc.

When I conduct Intership 1 in MTs Sunan Kalijogo Mojo Kediri the time on Saturday, 14 March 2020, some students are absent when the time is English class because they do not hold motivation to study English and less wordlist. If students have little motivation, they are also low in vocabulary. If students are low vocabulary, they are also low motivation to learn English. So,

I am interested in taking this phenomenon. I assume that the any inside factors influenced students' reading comprehension is wordlist. Vocabulary has the main role for all. In reading skill, a student's vocabulary can affect the students' ability to understand what they get from reading and find the important information from the text. As for other factors that can affect reading comprehension, learning motivation is individual of them. The one of the internal factors that can affect the studying process is motivation. Motivation can affect in the reading comprehension because students can be motivated to get the contents of the wording and get facts truly.

From this phenomenon, it interpreted vocabulary mastery and learning motivation are factors reason why learners have less reading comprehension. Wati and Deni (2020: 5) stated vocabulary mastery is student's ability to accept in an appropriate language. It interpreted vocabulary mastery is students' understanding of meaning espression grammatical. Emda (2017) states learning motivation is something that is contained in a person individuals where there is a need to do something in organize to reach the goals. Conclusion learning motivation is situation that can make someone do something so as to achieve goals.

Vocabulary mastery and learning motivation are used to get the text student must be talented to understand vocabulary spent in reading. If students have a lot of vocabularies, then they will be very motivated to read English texts. Students can use their previous vocabulary knowledge, but they also need to learn new words. Parents and teachers must give motivation to the

students in reading. On the other hand, students with lack English vocabulary, they will not be motivated to read English texts because it is difficult to get matters they read.

It has been explained that motivation can be an influence on the learning process of students. So, learners who hold great motivation will prepare to study English. They want to prefer to read lot of books, actively participate in learning, do a lot of practice questions, like speaking English, etc. While learners among little motivation wish not hold the interest to learn English, they will never be active in the learning process do not like to read books, not interested in speaking English, etc. Teachers understand their students who have high or low motivation. So, researcher wishes to prove learning motivation and vocabulary mastery can improve students reading comprehension.

Reading comprehension achieved from vocabulary mastery. Students must understand the actual objects or models, nations, pictures, verbal content, illustrative sentence, word series, associated vocabulary, synonym, antonym. In addition, the student must also have the learning motivation. Learning motivation comes from internal and external factors. So, this research should be done because to know the correlation between vocabulary mastery and learning motivation toward reading comprehension.

On the previous related studies comes from Intan (2012) with the title “The Correlation between Vocabulary mastery and Reading Comprehension of the Eighth Year Students of SMP Negeri 16 Palembang”. The variables are

vocabulary mastery and reading comprehension. This study used correlation design. To conduct the research, a descriptive method was used.

Based the previous study beyond, researcher get similarities study, those are two variables. The instrument is just a test. The sample in the previous study was the second grade of junior high school same with this research. But, this research goes different, such as in the previous study, researcher does not do the research about learning motivation. The sample of the research was 80 students at the second grade, while in this research the sample was 40 students at the second grade. The sample is also different, in the previous study cluster random sampling for two classes. But, in this research the researcher used purposive sampling.

From on the elaborative previous, the researcher needs to know whether there is a positive correlation between vocabulary mastery, learning motivation, and reading comprehension. From this idea above, the researcher determines the topic entitled: **The Correlation between the Students Vocabulary Mastery and Their Learning Motivation toward Reading Comprehension of the Second Grade Students of MTs Sunan Kalijogo Mojo Kediri in Academic Year of 2020/2021.**

## **B. Formulation of Research Problem**

Based on the background of the reserach above, the formulation of the research problem is “Is there any positive correlation between the student

vocabulary mastery and learning motivation toward their reading comprehension of MTs Sunan Kalijogo Mojo Kediri?”

### **C. Purposes of the Study**

The researcher set the objective of the study is to find whether there is correlation between the student vocabulary mastery and learning motivation toward their reading comprehension of MTs Sunan Kalijogo Mojo Kediri.

### **D. Formulation of Hypothesis**

The hypothesis of the research can be formulated as follows:

$H_0$ : There is no positive correlation between the student vocabulary mastery and student learning motivation toward their Reading Comprehension.

$H_1$ : There is a positive correlation between the student vocabulary mastery and student learning motivation toward their Reading Comprehension.

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

The results of this study are imagined to provide advantages both theoretically and practically.

#### **1. Theoretically**

The answer of this study is imagined to expand the skill of reading in the ways of vocabulary mastery and learning motivation. Researcher hopes to give information and other references from the result of this research to the readers.

## 2. Practically

- a) For the teacher, they can more improve the teaching of vocabulary to their students more. So, the students have high reading comprehension.
- b) For the students, they can growth their vocabulary mastery and improve learning motivation in studying English.
- c) For the school, this research can be spent as a citation in managing the teacher to understand beyond on the aspects that can impact in reading comprehension.
- d) For the researcher and another, it can give knowledge to another who needs more in English learning to get another aspect that can stimulus the reading comprehension.

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

In this research, the researcher aimed on the student vocabulary mastery and learning motivation toward reading comprehension. While the students' hold high mastery of vocabulary and students' hold high motivation, the researcher expected that students would comfortable to comprehend that they read. Temporarily, while students' hold low mastery of vocabulary and students' hold low learning motivation, the researcher expected that students would become struggle while they read.

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

The researcher wants to explain the terms in the title of the research to avoid the readers' misunderstanding of the languages spent in this study. Some definitions are as follows:

### **1. Student Vocabulary Mastery**

Vocabulary mastery is the competency toward comprehend many vocabularies and apply them in a student's real life meaningfully. Vocabulary mastery can also mean the skill or knowledge to understand words in a language.

### **2. Learning Motivation**

Motivation is a psychological condition that supports a person to do something in order to achieve goals in learning English by using a questionnaire. Learning motivation is a rising from within students or intrinsic and from outside students or extrinsic to do something, for example, learning.

### **3. Reading Comprehension**

Reading comprehension is an activity of understanding and memorizing the contents of the text. Reading comprehension can also be understood since understanding the content of the text and responding to what information is implied or written in a text.

### **4. Correlation**

Correlation is a term that calculates the strong point of a correlation among two or more quantitative variables. Correlation will



define positive and negative correlations. Positive correlation is between two or more variables in which two or more variables move in the same direction. While negative correlation is a relationship in which one increases as the other decreases, vice versa.