CHAPTER I

INTRODUCTION

This chapter provides a discussion on the background of the research, research problems, purposes of the research, research hypothesis, scope and limitation of the research, significance of the research, and definition of key terms.

A. Background of the Research

Language is a means of communication in everyday life where by understanding language both orally it will make it easier to communicate with others. Suwarna (2002:4) language is the main tool for communication in human life, both individually and collectively socially. By learning a language we can obtain information, besides that when we read, we also need to understand the vocabulary in a language. There are many languages in this world, one of which is English. English as a foreign language is studied as a must at all levels of education in Indonesia. We know that there are four skills that students must master in learning English at school, namely: listening, reading, speaking, and writing. Receptive skills are usually referred to as listening and reading skills, while productive skills are usually referred to as speaking and writing skills. These four skills are the basic language skills needed to learn English in formal and informal schools such as courses or educational institutions.

Reading is a way to get information from something that has been read. Reading can also make someone think more critically. Doing reading activities in daily life will help students easily understand the meaning of reading texts. Reading is also one of the important curriculums that must be mastered by students in addition to writing, speaking, and listening. Reading will help students to focus and think critically. Another purpose of reading is to understand the different meanings of functional texts such as narratives, stories, procedures, news, anecdotes, expositions, and others. Therefore, reading ability is one of the important factors related to student success. Thus, reading habit is seen as one of the factors related to successful reading comprehension. Therefore, to improve reading comprehension, students' reading habits need to be improved. The benefits of reading habits are enormous by getting used to reading, students can open up a new world and broaden their horizons of knowledge. This, reading habits will help students to easily understand and build more critical understanding. Together, reading comprehension and reading habits are intertwined. The habit of reading is a process and an understanding. Building good reading habits as a daily activity will help students to read and understand English texts fluently and accurately.

Reading as a habit will help students to become smarter. Practicing reading habits also improves analytical comprehension skills. Most students at all levels of education have problems such as limited vocabulary which causes them to lack reading comprehension. They also have limited time to practice English languages used for daily activities. So, students should often practice the use of English languages in daily activities, starting from reading some texts from English books at school, reading some sentences in English at school, reading books or novels in the school library, or reading

some English texts from the internet or social media. Some of these things will greatly help students improve their reading comprehension and will increase their vocabulary. The relationship between vocabulary and reading is inseparable, as they are related to each other. According to Roehrig and Guo (2011), vocabulary knowledge is one of the most important factors in reading comprehension. Furthermore, according to (Willingham, 2017), we have a low tolerance for unfamiliar words in the texts we read. So, we need to know at least 98 percent of the words to find meaning. One of the reasons why many students reading difficult because of their lack of vocabulary. Most students if they encounter a difficult word, still continue reading in the hope that the word they read is not very important or will become clear by finding the meaning of the next word and most of them feel that the difficult word is not very important in a sentence. However, sometimes the skipped word is usually the key to reading and comprehension. Students cannot capture and understand the idea of what they are reading to the best of their ability. So, looking up difficult words in the dictionary is better for them. As stated earlier, to support the success of students' english language learning, reading comprehension and vocabulary mastery has a very important role. If students do not have enough vocabulary english lessons will be difficult because vocabulary mastery is needed to understand the reading text.

Reading habit in learning process might determine the student reading comprehension because we could get the meaning of the text more effectively.Erna Iftanti has conducted extensive research on the reading habits of English as a Foreign Language (EFL) students in Indonesia. Her studies often focus on understanding the factors that influence these habits and how to improve them. One of her notable works is a survey on the English reading habits of EFL students in Indonesia. The study found that although students start reading English from elementary school, many do not develop strong reading habits . The research highlighted that school assignments are a significant motivator for reading, rather than reading for pleasure. Several things that can help students add consciousness include: Extensive Reading Programs, Digital Texts, Parental Involvement, Motivation and Beliefs, While positive beliefs about the importance of reading are essential, they need to be coupled with practical support and motivation to translate into actual reading habits. Challenges and Barriers: Iftanti's research also highlights the challenges and barriers that EFL students face, such as limited background knowledge and difficulty understanding content. Addressing these barriers is crucial for improving reading habits.

Furthermore, the data demonstrated that reading habit has an important correlation towards reading comprehension achievement of the students, First, from Muawanah (2014) discovered the significant relationship between reading habits and students' reading comprehension achievements in eleventh grade. Second, Sitepu, C. N., Raja, V. L., & Ginting, F. Y. A. (2023) in this study there is a significant correlation of 5% between students' reading habits and the results of reading comprehension of grade XI students of SMA Budi Murni 2 Medan, it can be assumed that if their reading habits are higher, their comprehension achievement will also be higher. Then, Rahayu et al. (2021) discovered that there was a significant relationship between their reading habit and reading comprehension in tenth grade learners. Meanwhile, according to

Septiani, W., & Tridinanti, G. (2018) found that there was no significant correlation to the reading comprehension of the third-semester students of the English Education Study Program at Tridinanti University. It was found that the level of correlation coefficient between reading habits and reading comprehension was higher than 0.05.

Reading comprehension is the ability to obtain information from the text to know the entire information in depth. So that it will force readers to read the entire text to obtain hidden information. Indriani (2019) states that reading comprehension is understanding the meaning and finding information contained in reading. Candaces (in Fahrurrozi 2017) reading comprehension is the ultimate goal of the reading process. Readers need to use all their abilities to digest the contents of the reading. Another factor that plays a role in improving students' reading comprehension is vocabulary mastery. Mastering vocabulary helps students comprehend various reading materials, including textbooks, newspapers, magazines, novels, and other texts. Several previous studies have stated that there is a correlation between reading comprehension and vocabulary mastery, first Laili, N. R. (2018) in his research on 11th-grade students of SMA 1 Palangkaraya found that there was a positive correlation in the low category between English reading habits and vocabulary mastery. Second, Abdullah, S., & Mukadar, S. (2023) found a positive correlation between vocabulary mastery and reading comprehension in the second grade of SMA N 10 Kota Ternate. Then, Kusumaningrum, T., & Lapasau, M. (2021) found that vocabulary mastery has a positive effect on students' reading comprehension at Private Junior High Islamic Schools in Bogor City. Meanwhile, according to Ulfa, L. (2019) in her research, it was found that there was a mediocre correlation because the Alternative Hypothesis (Ha) was received and the null hypothesis (Ho) was refused, so the correlation was balanced between Vocabulary and Reading comprehension.

However, so far not much research has been found that links these three variables together, therefore it is worth testing. The researcher used the location of Mts Al Huda Bandung, the reason the researcher chose this location was because the researcher had made observations during his 2023 internship assignment. In this research, the researcher also wanted to find out whether there was a correlation between the student's reading habits, vocabulary mastery, and reading comprehension in learning English at Mts Al Huda Bandung. So the researchers used the title *"The correlation between students' reading habits, vocabulary mastery and their reading comprehension on eighth grade students of Mts Al Huda Bandung"*.

B. Research Problems

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 reading comprehension in learning English at Mts Al Huda Bandung ?
2. Is there any significant correlation between students' reading habits and vocabulary mastery in learning English at Mts Al Huda Bandung ?
3. Is there any significant correlation between students' vocabulary mastery and reading comprehension in learning English at Mts Al Huda Bandung?

4. Is there any significant correlation between students' reading habits, vocabulary mastery, and reading comprehension in learning English at Mts Al Huda Bandung?

C. Objectives of the Research

The purpose of this study in general is to find answers to the research question stated above. So, based on the research question above, the purpose of the research is as follows:

1. To find out whether there is a correlation between the students' reading habits and their reading comprehension in learning English at Mts Al Huda Bandung.
2. To find out whether there is a correlation between the students' reading habits and their vocabulary mastery in learning English at Mts Al Huda Bandung.
3. To find out whether there is a correlation between the student's vocabulary mastery and reading comprehension in learning English at Mts Al Huda Bandung.
4. To find out whether there is a correlation between the student's reading habits, vocabulary mastery and their reading comprehension in learning English at Mts Al Huda Bandung.

D. Research Hypothesis

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

1. a. Null hypothesis (Ho)
   There is no significant correlation between students' reading habits (X_1) and their reading comprehension (X_3) of eighth grade students at Mts Al Huda Bandung.

   b. Alternative hypothesis (Ha)
   There is a significant correlation between students' reading habits (X_1) and their reading comprehension (X_3) of eighth grade students at Mts Al Huda Bandung.

2. a. Null hypothesis (Ho)
   There is no significant correlation between students' reading habits (X_1) and vocabulary mastery (X_2) of eighth grade students at Mts Al Huda Bandung.

   b. Alternative hypothesis (Ha)
   There is a significant correlation between students' reading habits (X_1) and vocabulary mastery (X_2) of eighth grade students at Mts Al Huda Bandung.

3. a. Null hypothesis (Ho)
   There is no significant correlation between students' vocabulary mastery (X_2) and their reading comprehension (X3) of eighth grade students at Mts Al Huda Bandung.

   b. Alternative hypothesis (Ha)

There is a significant correlation between students' vocabulary mastery (X_2) and their reading comprehension (X_3) of eighth grade students at Mts Al Huda Bandung.

4. a. Null hypothesis (Ho)

There is no significant correlation between students' reading habits (X_1), vocabulary mastery (X_2) and their reading comprehension (X_3) of eighth grade students at Mts Al Huda Bandung.

b. Alternative hypothesis (Ha)

There is a significant correlation between students' reading habits (X_1), vocabulary mastery (X_2) and their reading comprehension (X_3) of eighth grade students at Mts Al Huda Bandung.

E. Significance of the Research

a. **Theoretically,** this study will validate the theory about the relationship between reading habit, vocabulary mastery, and reading comprehension ability

b. **In practical terms**, the results of this study are expected to determine how reading courses can be applied. If the research shows a significant correlation then:

1. For lecturers, can explain the important information to their students that reading habits and vocabulary mastery will affect reading comprehension ability. So, the lecturers should encourage their students to improve their reading motivation and vocabulary mastery.

2. For Students, will realize the benefits of reading habit and vocabulary mastery which are related to reading comprehension ability. So, they can increase their motivation and vocabulary in reading.

F. Scope and Limitation of the Research

This type of research is quantitative research that asks about the correlation between or among variables. This research was conducted at Mts Al Huda Bandung, the reason for doing research here is the place of the researcher's internship so that the researcher already knows the conditions of education and students, especially grade 8 students of Mts Al Huda Bandung with English learning. The purpose of this study was to determine The Correlation Between Students' Reading Habits And Their Reading Comprehension In English Learning At Mts Al Huda Bandung.

The researcher limited the research subject to only grade 8 in the hope that this research would be more focused and detailed. The researcher here provides research limitations in the form of reading habits, Vocabulary mastery, and reading comprehension. Other researchers in the future can research other English language skills such as listening, writing, or speaking. In addition, because researchers conducted this research with a type of correlation research that is only limited to knowing the correlation between variables, future researchers can conduct research using other types of research methods and different subjects. It is hoped that this research can be used as a reference for future researchers.

G. Definitions of Key terms

To avoid misunderstanding, confusion, and ambiguity regarding the concepts in this research topic, the researcher needs to provide explanations and definitions of the key terms used in this research.

1. Reading habits

    The habit of reading is one of the activities carried out automatically because of a person's desire either consciously or reflexively to find useful information in a reading, book or journal.

2. Vocabulary mastery

    Vocabulary mastery is knowledge in interpreting words. Not only how many words are known, but how the vocabulary can be used, being able to multiply words, understand words and be able to integrate words.

3. Reading comprehension

    Reading Comprehension is the capacity to comprehend the significance of text contained in the understanding text.