

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Student activities in the teaching and learning process which are usually carried out at the Junior High School (SMP) level cannot be separated from reading activities. There are internal and external factors that influence a person's reading habits, namely factors from within (internal) and factors from outside (external). A student's internal factors include intelligence (IQ), interests, attitudes, talents, motivations, reading goals, and so on. External factors include reading facilities, reading facilities, reading texts (simple–heavy, easy–difficult), environmental factors and so on (Fathorrazi, 2016).

At all levels of education, the ability to read is a priority scale that must be mastered by readers. By reading, you will get a variety of information that has never been obtained before. The more you read, the more information you will get. Abbas (2016) stated that reading is an activity to capture the reading of information expressed or implied in the form of literal, inferential, and creative of reading comprehension by drawing on the experience of learning to read. Therefore, reading is a window to the world, anyone who opens the window can see and know everything that is happening. Both events that occurred in the past, present, and even in the future. Even all the information that is around the world can be known by someone through reading.

Reading is the primary way to get information in humanity life in the world (Arianti, 2014). Good reading habits help students enrich their knowledge. If

students always read a lot of books before starting the study material, they will be active in the classroom. Therefore, it is very important for teachers express interest in students' reading in the classroom. Interest in reading is a high reading urge. The desire to read is not because there are external factors that make us read, but because there are internal factors that encourage us to read. An internal factor is the desire to have an enjoyable experience with reading activities. Interestingly, there is a desire to read books and a desire to invigorate, move, distribute and guide individual behavior. Because of the hierarchical nature of understanding text, slow growth along any of the previously mentioned dimensions can result in significant difficulty, as well as negative consequences, for students' text comprehension and achievement more generally as they progress through school (Hulme & Snowling, 2015).

According to Admin (2012) the average reading speed of students in English as a foreign language is 120-150 words per minute before practice, while the ability to understand only reaches 70% to 80%. The fact is that many English teachers complain about their poor comprehension of text in English. Nurgiyantoro (2015) states that reading activities and assignments are non-negotiable in the world of education. Students acquire most of their knowledge through reading activities. Interest in reading greatly affects the success of one's studies. A student must have good reading skills so that he gets more information. Reading ability in question is the ability to understand the contents of a reading. Reading comprehension is a very important ability, a student will find it easier to obtain information from various

kinds of reading. For students, understanding a reading is the key to success in achieving success in school.

A person's reading interest is influenced by various factors. One of the linguistic factors that is closely related and often becomes an obstacle to reading interest is the factor of vocabulary mastery. Vocabulary is the main tool that must be owned by someone who will learn a language because vocabulary functions to form sentences and express thoughts and feelings both orally and in writing (Nurgiyantoro, 2015). From this opinion, it can be understood that vocabulary plays an important role, both as a channel of ideas orally and in writing in language activities. A person's language skills are supported and influenced by the wealth of vocabulary they have. The way someone speaks is a reflection of the level of vocabulary mastery. Tarigan (2014) argues that the level of students' vocabulary mastery greatly influences language skills. A person's skill in using language is largely determined by his vocabulary mastery.

Vocabulary mastery plays an essential role because with a better of vocabulary, reading activities will be easier and can understand well as said by Tarigan (2014) that the quality of one's reading ability depends on the quantity and quality of the vocabulary he has. Students will find it difficult to understand if they do not master the vocabulary. Several aspects of lexical knowledge are used to measure lexical knowledge. Students must a rich vocabulary to develop and express their ideas in the target language because this is the basis for implementing integrated listening, speaking, reading and writing skills. The more vocabulary

someone has, the more proficient they will be on using language, both verbal and written, and understanding the context of the material they are reading.

Furthermore, Dale (2015) revealed the role of vocabulary in language learning, including: (1) the quality and quantity and depth of a person's vocabulary is the best personal index for his mental development, (2) vocabulary development is the development of a single concept which is basic education for students. every school and college, (3) all levels of education in principle are vocabulary development which is also conceptual development, (4) vocabulary development is influenced by age, gender, innate ability, and social status, (5) geographic factors influence vocabulary development, and (6) effective word study must move from known words to unknown words. This opinion shows that vocabulary greatly affects the quality of one's language skills.

Junior high school 16 Tanjungpinang is also one of public schools in Tanjungpinang. Based on the researcher's experience when the researcher had teaching practice (PLP) at SMP Negeri 16 Tanjungpinang, Students often faced some difficulties in learning English and answering question in English exam. The students' main problem was the lack of vocabulary mastery. One factor was less reading activity, the students had low interest in reading, still found it difficult to know meaning of English words in reading, less initiative to find out the meaning in the dictionary.

Because interest in reading is very low, these problems typically occur to all students. Vocabulary mastery is one of the important factors to increase students' interest in reading. Students need vocabulary to understand ideas, and when

learning vocabulary, reading is an active method of learning vocabulary, so it requires a lot of reading practice. Therefore, students know a lot of vocabulary and read it easily.

## **1.2 Identification of the Problem**

After conducting preliminary observation at eighth grade of SMP Negeri 16 Tanjungpinang, the researcher found that:

- 1) Students' reading interest was still low.
- 2) The students still found it difficult to know meanings of English words in reading.
- 3) The students were not able to understand the text because they lack of vocabulary.
- 4) Students were less active in learning.
- 5) The students were not able to know the vocabularies appropriately when reading.

## **1.3 Limitation of the Problem**

The researcher needs to limit this research because there are many factors that influence a student's vocabulary mastery. Therefore, the researcher chooses the factor that influences vocabulary mastery, namely reading interest. Reading interest is the independent variable (x) and vocabulary mastery is the dependent variable (y). The researcher assumes that reading interest is contributes a vocabulary mastery.

#### **1.4 Research Question**

The research question of this research was focused as follow: Is there a significant correlation between reading interest towards vocabulary mastery of the eighth grade of SMP Negeri 16 Tanjungpinang?

#### **1.5 The Purpose of the Research**

The purpose of this research is to know whether or not there is a significant correlation between students' reading interest towards vocabulary mastery at eighth grade of SMP Negeri 16 Tanjungpinang.

#### **1.6 Significance of the Research**

This research is expected to bring some benefits or meaning. Theoretically, this research can be a reference for further research on students' reading interest towards vocabulary mastery. Practically, for teachers, this research will provide them with information about the contribution and correlation between students' reading interest toward vocabulary mastery, find ways for teachers to improve their teaching process to increase students' reading interest in understanding various kinds of texts in English. For students, they will get valuable information about how to improve their reading skills towards their vocabulary mastery.

#### **1.7 Definitions of the Key terms**

##### 1) Correlation

Correlation is a mutual relationship or connection between two or more things.

2) Reading

Reading is the action or skill of reading written or printed matter silently or aloud.

3) Interest

Interest is the state of wanting to know or learn about something or someone.

4) Vocabulary

Vocabulary is a set of familiar words within a person's language.

5) Mastery

Comprehensive knowledge or skill in a subject or accomplishment.

