

## **CHAPTER I**

### **INTRODUCTION**

This chapter explains the background of the study, problem identification, limitation of the problem, problem statement, the objectives of the study, and the benefits of the study.

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

English in Indonesia is as a foreign language and it is a subject which taught in Indonesian school. It is taught in formal educational institutions from Elementary School level up to University level. It seems that English has been considered as an important language in all levels of education. Learning English means learning about its skills too. They are listening, speaking, reading and writing. One of the most important skills is reading. Fitriana, at all (2013: 1) said that reading is one of the important abilities where readers expand their prior knowledge. It means that reading is important for students. The students who have reading skill they can develop their knowledge and this skill can help them to get the academic achievement.

Reading means understanding of a text. In reading activity the students have to find main idea, get the meaning of vocabulary on text, search specific information, mention the purpose of the text and show reference and make inference. From all of the reading activity, comprehension of text is the necessary thing for the students. The students can not get anything of information in text that they read if they do not understand it. Grellet (1981: 1) defined reading comprehension skill as abilities to extract the required information from written text as possible. In order to master English well, the students should develop their competence. They have to improve their reading comprehension in order to get information or idea from the text.

Moreover, the students of Junior High School should be mastered in reading comprehension, because reading belongs to the basic language skills in English and closely related with other subjects. If a reader can comprehend the writer's message sent by the author; the reader capable to understand the hidden information in a text and also can get the purpose of the text. That is

the reason the researcher chooses the reading comprehension as the object of the research.

Furthermore, the success in reading can be supported from several factors within the individual. These factors come from inside or outside of the learners; both include linguistic factors or non-linguistic factors. Brown (2001: 99) stated that intrinsic and extrinsic factors can affect the students reach the successful in language learning. The extrinsic factor can be come from teachers, learning material, classroom condition, and all of social cultural factors, while intrinsic factor include of all personality factors within an individual like self-appreciate, inhibition, risk taking, anxiety, and motivation. Besides that, the influence of language elements such as vocabulary knowledge, knowledge of grammar, and another part of language which are need to the successful of reading.

One of the important factors in reading English skill is vocabulary mastery. Laufer (Chen 2011) said that second language reading comprehension is affected by vocabulary alone. The extent of vocabulary knowledge is usually represented as the high mastery of vocabulary size, which refers to the number of words learned by the second learner. Hemming in Celce-Murcia and McIntosh (Fauziati, 2010: 133) argued that vocabulary is fundamental even in earliest stages of the acquisition. It means that mastering vocabulary is the basic knowledge in learning English, so that the students can get some information in text easily. It can be said that by mastering vocabulary the students are expected to be able to translate from source language into target language and also they are easier to grasp the meaning contents of an English text.

Vocabulary is central of knowledge for the students in reading comprehension, it can determine and how well they are in comprehended the texts. It means that students need to understand the meaning of words which called vocabulary (Sedita, 2005). In addition, Allen (1983: 7) stated that the students must master vocabulary in English, without it they cannot speak or understanding the language. It can be concluded that the students need learning more new vocabularies through reading English text then discussing

the meaning of words, so their vocabulary and comprehension skill of reading are good.

Another factor that affected on reading comprehension is reading interest. The reason is in the classroom lesson is often about reading activities, most of the materials or presented in the textbook or another written text. Khairudin (2013) said that students who have a high reading interest capable to understand the message or have broader perspectives in certain issues. In other word, the students' must have interest in English first before they start to read a text. When the students have interest in reading English text, they can be more active in reading learning process and also they are able to respond quickly to their need if they are interested in the topic or at least familiar with it. Addition, Hidi (2001: 195) said that interest has a strong positive influence on reader's comprehension and recall and consider the factors that have been found to increase reader's situational interest. It means that the students need reading interest and self-awareness in reading English text to know the text well.

Furthermore, another thing which can affect students' success in mastering reading comprehension is students' motivation in learning English. Motivation is one of importance factors which have great contribution toward the successful of students' language learning. Grabe and Stoller (Ahmadi, 2017) stated that motivation is another key to successful reading. It has an important impact on reading development. According to them motivation to learn from each individual is different, it relates to one's beliefs and goals to achieve something they want. It can be observed through the persistence of tasks and positive feelings towards an activity.

Motivation is contributes to reading comprehension. This factor play an important role in the whole teaching and learning process. The reason is by having motivation the students want to understand the content of text fully process the information deeply. So, if the students read English text frequently and they have motivation in learning English, they capable to gain in reading comprehension proficiency, Guthrie et al (Putri, 2016). Moreover, the low or high motivation to learn English finally influenced the result of the learning. The higher motivation can affect the result in higher achievement;

otherwise the lower one can also give the result in lower achievement. It means that the high motivation has encouraged and supported students to put all of their effort to master English subject. It leads them to get better result in the test or examination.

Related to the explanation above, the researcher took the eighth grade students at MTs Negeri Sukarta II of to be examination because the researcher assumes that students in this grade already have enough English knowledge to follow the programs. In fact during pre-observation, the teacher of English subject said that most of the students at MTs Negeri Surakarta II have problems in reading comprehension achievement, although they have good ability in vocabulary. Most of the students are rarely read English texts, thus affecting in their motivation to learning English. It is related with Rahayu (2014) mentioned about kinds of the students' characteristics. First, young learners get bored easily. Second, young learner forget something quickly. In other words, lack of vocabulary in learning English text can influence to their interest in reading English text and also it makes the students' learning motivation is low; the impact is they have difficulties in comprehending the text.

Even more, in Junior High School, reading lesson is can not avoid on their English study. Reading is sure identical with varieties the texts types of English text. Rodgers in Fauziati (2009: 208) stated that genre based as major trend in English language teaching in this era. The students in Junior High School are taught 5 genres, namely: recount, narrative, procedure, descriptive, and report text. Hence, the students must be able to comprehend the types of texts if they want to get the great grades in learning English language, because reading comprehension skill has the biggest portion in UAN (National examination) test in Indonesia education.

In line with the statement above, it can be assumed if the students have good mastering in vocabulary, have learning interest specially on reading English text and also high learning motivation in English language, they feel enthusiast and pleasure when teaching and learning process, then they easier to get the best result in reading comprehension achievement. Therefore, the

researcher wants to find out the fact in the field, and in this occur MTs Negeri Surakarta II is chosen by the researcher.

Based on the reason above, the researcher is curious to know the fact by doing the research whether or not there is a positive contribution of students' vocabulary mastery, students' reading interest in English text and students' learning motivation toward reading comprehension, especially for the eighth grade students at MTs Negeri Surakarta II. The researcher intends to study entitled: "The Contribution of Students' Vocabulary Mastery, Reading Interest and Learning Motivation Toward Reading Comprehension of The Eighth Grade Students at MTs Negeri Surakarta II in Academic Year of 2017/2018".

## **B. Identification of the Problem**

Based on background of the study, there are several problems identified as the factors influenced students' reading comprehension as follows:

1. Vocabulary mastery is play important role for the students to get the successful in language learning.
2. Reading interest is has any influences to the students reach good achievement of reading comprehension.
3. Learning motivation is the major factor for the students to determine their academic achievement.
4. The teachers have the play role to influence the students' activities in teaching learning process in the classroom.
5. Vocabulary mastery, reading interest on English text, and students' learning motivation can be a consideration to determine how the students achieve their learning achievement.
6. Reading comprehension is one of difficult matter in English subject.

## **C. Limitation of the Study**

Based on the identification of the problems above, it is known that the problem related to students' reading comprehension is very complex. Related

to such a case, it is nearly impossible to discuss all of the problems, so the research needs to be limited. This research is only focused on the contribution of the students' vocabulary mastery, students' interest in reading English text, learning motivation toward reading comprehension and conducts of the eighth grade students in second semester at MTs Negeri Surakarta II in academic year of 2017/2018. Narrative and recount texts are the texts that taught in second semester and they are the texts that are discussed in this research. The specific limitation are:

1. The students' vocabulary mastery in this study are second semester students' vocabulary knowledge in learning English to reach students English reading comprehension in the class.
2. The students' reading interest in this study refers to the second semester students' reading interest in English text (type of text) in English learning to reach students' English reading comprehension in the class.
3. The students' learning motivations in this study are the second semester students' motivation (intrinsic and extrinsic) in English learning to reach students' English reading comprehension in the class.

#### **D. Problem Statement**

1. Do students' vocabulary mastery, students' reading interest and students' learning motivation significantly contribute to reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018 or not?
2. Does students' vocabulary mastery significantly contribute to students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018 or not?
3. Does students' reading interest significantly contribute to students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018 or not?
4. Does students' learning motivation significantly contribute to reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018 or not?

## **E. The Objective of Study**

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

1. To find out whether or not there is a positive and significant contribution of students' vocabulary mastery, students' reading interest and students' leaning motivation toward students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018.
2. To find out whether or not there is a positive and significant contribution of students' vocabulary mastery toward students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018.
3. To find out whether or not there is a positive and significant contribution of students' reading interest toward students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018.
4. To find out whether or not there is a positive and significant contribution of students' learning motivation toward students' reading comprehension of the eighth grade students at MTs Negeri Surakarta II in academic year of 2017/2018.

## **F. The Benefit of Study**

The researcher hopes that this research can give some benefits in the English lesson, especially in teaching learning of reading. The following are some benefits of this study:

### **1. Theoretical Benefit**

The researcher hopes that this study can give the contribution for education area and also can give information about positive correlation between students' vocabulary mastery, reading interest, learning motivation and reading comprehension. This information reported about a positive impact in teaching learning process.

**2. Practical Benefit****a. To the English Teacher**

This study can be an input for English teachers to motivate their students to get satisfying comprehension in reading English text by having interest in read text and vocabulary mastery.

**b. To the Future Researcher**

This study can be used as one of references and additional knowledge in further similar-research about the factors which influence reading comprehension.