# CHAPTER I

# INTRODUCTION

This chapter served as the introduction of the paper. It consists of the background of the research as the basic deliberations for the research problem and the objective of the research. It also includes the significance of the research followed by the scope of the research and the definition of the term and the hypothesis.

## 1.1 Background of Research

In English Also be equipped with several components and several skills. Negara (2016:2015) claims that there are three parts to English grammar, vocabulary, and pronunciation as well as four skills writing, speaking, listening, and reading. They are fundamental language abilities, especially for teaching English as a foreign language in formal or informal educational settings like schools and courses. Reading and vocabulary are two examples of skills and components that are related.

Since English is famous then, it can be found on many platforms such as newspapers, magazines, the internet, film or Movie, and so on. According to Sudirman (2020:123), It is utilized in some occasions like international forums and world organizations, and another significant role in English for quick understanding of science and technologies because most books about these topics are written in English. The statement above shows that English is essential in social life even though English is not society's primary language. Thus, to support the development of the English language, it becomes the foreign language taught in Indonesian

schools. Moreover, English is a language that can be used both orally and in writing. English is a foreign language that is often used in conversation and even taught in schools in Indonesia (Walansih, Tuerah, & Hampp, 2023:77).

To master English vocabulary is a component that is no less important in learning English (Azizah in Aini, 2024). Vocabulary proficiency significantly influences students' reading comprehension, as a limited vocabulary can hinder their ability to grasp meaning from texts. Reading is one of the essential skills taught to students in senior high schools. The types of reading covered at this level typically include narrative, descriptive, recount, and procedure texts. Reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement (Rosdiana, 2015). These text types help students build comprehension skills by focusing on different structures, purposes, and linguistic features. For instance, narrative texts enhance students' ability to understand plot development and character dynamics, while descriptive texts train them to visualize detailed information.

Despite the importance of reading skills, many Class X students in senior high schools still struggle with understanding various text types. Factors such as limited vocabulary, lack of interest in reading, and insufficient practice contribute to these challenges. Additionally, some students find it difficult to identify the purpose and structure of texts, which hampers their ability to comprehend the content effectively. These issues highlight the need for a more focused approach to teaching reading skills, ensuring students can grasp and apply the knowledge gained from different text types.

Additionally, students are often taught how to identify main ideas, supporting details, inferences, and conclusions. Critical reading skills, such as distinguishing between fact and opinion and summarizing content, are also emphasized. These components are fundamental in equipping students with the ability to analyze and understand various types of written material effectively.

However, vocabulary plays a crucial role in reading comprehension. Without a sufficient vocabulary, students struggle to understand the meaning of texts, which hampers their ability to grasp the main ideas and details. According to Nunan (2006, cited in Manihuruk, 2020:86-87), reading is the process of deriving meaning from written words, and knowing a broad range of words significantly improves comprehension. This is because students can more easily decode and interpret the text when they recognize the vocabulary used.

Forsia, Sari, & Purnawati (2022:123) further emphasize that vocabulary knowledge directly impacts reading comprehension. When students encounter unfamiliar words, their reading fluency is disrupted. Therefore, expanding one's vocabulary helps improve reading skills by enabling students to understand texts without frequent interruptions. The interplay between vocabulary and reading comprehension highlights the need for continuous vocabulary development in English language learning.

Teachers can employ various strategies to enhance students' vocabulary and reading comprehension. One effective technique is contextual learning, where students learn new vocabulary through its use in reading texts. By encountering words in context, students can infer meanings and understand how words function

within sentences. This method helps students remember words better and use them appropriately in different contexts.

Another strategy is explicit vocabulary instruction, where teachers introduce new words before reading activities. This can be done through word maps, flashcards, or direct explanations. Pre-teaching vocabulary helps students recognize these words in the text, making it easier for them to understand the content. Additionally, incorporating reading comprehension activities like summarizing, predicting, and questioning encourages students to engage actively with texts while reinforcing vocabulary.

Interactive techniques such as games, group discussions, and digital tools (like Padlet or Quizlet) can also make vocabulary learning engaging and effective. These methods not only make learning enjoyable but also help students retain vocabulary through repetition and practice.

Researching the correlation between vocabulary mastery and reading comprehension is essential because it identifies key areas for instructional improvement. As highlighted by Sudirman (2020:123), English is crucial for accessing scientific and technological knowledge, which is predominantly written in English. Understanding this correlation helps educators design targeted interventions to improve students' reading skills by focusing on vocabulary enhancement.

Furthermore, the persistent struggle among students to comprehend texts due to limited vocabulary, as observed during pre-service teaching experiences, underscores the need for effective teaching strategies. By establishing a clear

relationship between vocabulary and reading comprehension, this research can provide evidence-based recommendations to address these challenges in the classroom

This research offers practical solutions for improving vocabulary mastery through the use of media, techniques, and strategies. For instance, integrating digital tools like Padlet, Quizlet, and interactive reading platforms can help students learn vocabulary in an engaging way. These tools offer interactive and repetitive exercises that reinforce word learning.

Additionally, the research promotes the use of contextual and project-based learning (PjBL) approaches. By encouraging students to complete projects that involve reading and vocabulary usage, such as creating presentations or writing contextual recount texts, they can apply vocabulary in meaningful contexts. This not only enhances vocabulary retention but also improves reading comprehension skills by providing consistent practice with authentic language use.

There are various previous studies which discuss about the correlation between reading comprehension and vocabulary mastery. The first previous study is from Mega Valentia from Pendidikan Bahasa Inggris FKIP Untan Pontianak with the title The Correlation Between Students' Vocabulary Achievement And Reading Comprehension. It focus on To determine the degree to which vocabulary proficiency and reading comprehension are correlated among SMA Islamiyah Pontianak students in the 11th grade during the 2016–2017 academic year. The study's findings indicate a connection between pupils' reading comprehension and vocabulary development. The association is substantial and positive. The outcome

of the hypothesis test revealed that the correlation coefficient is 0.563 and that vocabulary knowledge makes up 31% of the total effective contribution. F is significant at 3.043 2.086. It signifies Ho's rejection. In light of the research's findings, it can be said that vocabulary proficiency helps with reading comprehension.

The second previous study is from Endah Dwi Lestari1, Sriati Usman, Jamiluddin from English Education Study Program, Tadulako University with the title The Correlation Between Students' Vocabulary Mastery And Reading Comprehension Of The Eleventh Grade Students Of Sman 5 Palu. This study aims to determine the relationship between students' vocabulary knowledge and reading comprehension among SMAN 5 Palu students in the eleventh grade. The study and statistical calculations revealed that, with a significance level of 0.05 and a degree of freedom (df) of 26, rcounted was 0.399, and the rtable was 0.388. It may be determined that rcounted was higher than rtable by comparing the values of the two variables. It denotes acceptance of the alternative hypothesis (Ha) and a favorable relationship between pupils' vocabulary proficiency and reading comprehension.

The third previous study is from Netty Huzniati Andas from Universitas Sembilanbelas November Kolaka with the title The Correlation between Students' Vocabulary Mastery and Students' Reading Comprehension. This study aimed to investigate the relationship between student vocabulary knowledge and reading comprehension in the second grade at SMPN 1 Kolaka. The examination of the data revealed that rxy was 0.705, which was more significant than rt, which was 0.404, with a degree of freedom (df=N-nr) of 24. While everything was going on, the

outcome of the hypothesis test was 0, or rxy was higher than rt, which meant that the reading and vocabulary scores were directly equivalent. H1 was thus approved, whereas H0 and H2 were refused. The second-grade of SMP Negeri 1 Kolaka students' reading comprehension and vocabulary competence appeared to be positively correlated during the academic year 2017–2018.

This study is different from previous studies because there has been no research conducted at SMAN 2 Kuta Baro, which is the focus of this study. Although previous studies have examined the relationship between comprehension mastery and reading comprehension in various schools, such as SMA Islamiyah Pontianak, SMAN 5 Palu, and SMP Negeri 1 Kolaka, no research has been conducted at SMAN 2 Kuta Baro. Therefore, this study is expected to provide new contributions in understanding the factors that influence students' reading comprehension at the school, taking into account unique local characteristics.

In addition, although previous studies have used similar methods, such as correlation coefficients to see the relationship between knowledge mastery and reading comprehension, this study focuses on students at SMAN 2 Kuta Baro, which has a different social and cultural context. This study also provides a more in-depth picture of the influence of comprehension mastery on reading comprehension, taking into account the specific conditions of the school that may be different from schools that have been studied previously.

Therefore, the researcher is pushed by the previous studies to conduct her own research and make new research in different subject and location to see the correlation between reading comprehension and vocabulary mastery. Thus, the

researcher conduct research under the title “THE CORRELATION BETWEEN STUDENTS’ VOCABULARY MASTERY AND READING COMPREHENSION (A Quantitative-Correlative Research on Class X IPA from SMA Negeri 1 Indrapuri)”.

**1.2 Research Questions**

According to the previous background and the focus of the research above, the research question is “Is there any correlation between students’ vocabulary mastery with reading comprehension at SMAN 1 Indrapuri?”

**1.3 Research Objectives**

Based on the research question above, the research target is to find out there is any correlation between students’ vocabulary mastery with reading comprehension at SMAN 1 Indrapuri.

**1.4 Scope of Study**

This research focuses on the relationship between the tenth-grade students in SMAN 1 Indrapuri's mipa program's reading comprehension and vocabulary mastery in the academic year 2023–2024.

**1.5 Hypothesis**

1. Alternative Hypo (Ha)

   There is any correlation between students’ vocabulary mastery with reading comprehension at SMAN 1 Indrapuri.

2. Null Hypo (Ho)

   There is no any correlation between students’ vocabulary mastery with reading comprehension at SMAN 1 Indrapuri.

**1.6 Significant of Study**

The result of this research was expected to give some advantages for the following parties:

1. Teachers

This study intends to motivate educators to enhance students' reading comprehension by incorporating related topics that may not have received enough attention in the past and collaborating the researched material with classroom activities.

2. Students

The pupils can gain insight into their vocabulary and language comprehension difficulties by reading text. Additionally, kids can improve their text-reading and vocabulary skills.

3. Researchers

This study should provide her with a clear explanation of the relationship between students' vocabulary proficiency and reading comprehension. The implications of the research findings will then be recommended to relevant individuals to further the reading comprehension process.

**1.7 The Definition of Key Term**

1. Correlation

Correlation refers to how two or more pieces interact. It explains to the readers how at least two things possibly more are connected by a common cause.

2. Vocabulary Mastery

Vocabulary mastery informs readers of how well pupils comprehend using particular vocabulary.

3. Reading Comprehension

Reading comprehension is only acknowledged as the ability to understand specific texts. If the kids have a word bank, reading comprehension will be simple for them to master.