

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Reading is a productive activity to do, bearing in mind that reading is an important activity to carry out in human life, there are many benefits to be gained from reading activities. Through reading activities, students get most of their knowledge. The ability and willingness of students to read greatly influence their learning success. In this case, reading aptitude refers to the capacity to comprehend a text's contents. Since comprehension of reading is essential to learning at school, reading comprehension is a critical skill that every student needs to possess. The significance of comprehension in reading skills should be realized, both teachers and students. Because, the ability to read comprehension will continue to be needed to study various fields of science, especially for students. The knowledge that students get is not only from learning activities at school, but can also be obtained through reading activities in everyday life. However, in reality, When compared to other nations, Indonesian pupils' reading proficiency is still relatively low.

UNESCO data states Indonesia has the second-lowest literacy rate in the world, indicating a shallow, a deficient level of interest in reading. Data from UNESCO indicates that just 0.001% of Indonesians are interested in reading, which is highly worrying. This indicates that only one Indonesian out of every 1,000 is a voracious reader. Indonesia was placed 60th out of 61 countries in a different study titled "World's Most Literate Nations Ranked" by Central Connecticut State University in March 2016. It was ranked above Botswana (61) and slightly behind Thailand (59) in terms of reading interest. In actuality, Indonesia ranks higher than European nations in terms of infrastructure support for reading. This fact is true because we can see it in the real life of the Indonesian people. The government has also ordered and asked all of us to implement a reading culture whenever and wherever we are. The low level of

literacy in Indonesia has its own 2 factors namely, reading material that is less interesting and in-depth and the second is practice, so even though there is reading, it must be supported by excellent and correct literacy practices. Even today this problem has become a natural and common thing, but it still becomes a bad habit and affects the future.

Regarding reading proficiency, the reader must have an understanding—which is influenced by a number of factors—to comprehend the reading's content. Language-related and non-linguistic elements are among them. Linguistic factors are those that have to do with language proficiency, such as knowledge of syntax, morphology, grammar, and vocabulary. Non-linguistic elements, on the other hand, take the shape of pupils' experiential backgrounds connected to different affective or psychological situations. The vocabulary mastery factor is one linguistic component that is closely related to reading comprehension ability and frequently becomes a barrier. Mastery of vocabulary is crucial for developing language skills, including reading comprehension. The reading abilities that are being discussed are reading comprehension abilities, or the ability to make sense of a text.

Burn, et al (in Rahim, 2011: 1) explained that the ability to read is something vital in an educated society. Not only may reading alter one's perspective, but it can also fundamentally alter one's life. Thus, reading should be ingrained in children from a young age. It is beneficial if we read a book for at least one hour each day. Reading exercises and the educational process are virtually intertwined. Students' ability level increases with the frequency of reading exercises. The goal of teaching Indonesian in the classroom is to provide pupils with the tools they need, particularly in terms of language proficiency, particularly in reading.

According to Tarigan (2008: 58), understanding literary standards or conventions, critical analyses, written drama, and fiction patterns is the goal of reading comprehension. Thus, in addition to comprehending the reading's content, the reader is also able to analyze it and offer an evaluation by connecting

it to prior knowledge and experience in order to develop a deeper understanding. Because reading comprehension is still a necessary skill for studying science, it is critical for pupils to have this capacity. The ability of kids to understand vocabulary is intimately linked to their reading comprehension capabilities.

Tarigan (2015: 2) discusses how a person's vocabulary, both in terms of number and quality, affects the level of his language skills. The more our vocabulary, the higher our probability of being proficient speakers. This implies that a person's ability to use language is based on how well-versed in vocabulary they are. It is exceedingly difficult for someone who does not have sufficient vocabulary knowledge to maintain positive interactions. Nurgiyantoro (2014: 338) distinguishes between two types of vocabulary mastery: receptive mastery and productive mastery, which refer to the comprehension and application of words. Writing and speaking tasks demand the use of vocabulary, whereas comprehension abilities are needed for reading and listening activities.

The only thing that mattered when learning a foreign language was vocabulary. Anyone with a small vocabulary will also have a small comprehension in writing, speaking, listening, and reading. Widyaningsih (2006) asserted that using words can enhance your reading, writing, communication, and thinking skills if you already have an interest in words (vocabulary). We may infer from the aforementioned remark that vocabulary is the fundamental skill that learners of English need to succeed in mastering. It was true that learning vocabulary alone might make learning a language impossible. Most of the time, mastering vocabulary can aid kids in learning other language abilities, including speaking, listening, reading, and writing. This makes sense because the text's meaning was deduced through vocabulary competence. Students need to be familiar with the text's structure and terminology in order to read it with ease and comprehend its content. Acquiring vocabulary doesn't merely entail learning words by heart; students

should also be able to utilize them in conversation and understand how language is used to convey meaning.

A study named "The correlation between vocabulary mastery and reading comprehension" was carried out in 2018 by Hasanul Bishry. The study's findings showed that pupils' reading abilities were in the good range and that they had an excellent command of vocabulary. The computation findings, however, indicate that there is no relationship between pupils' reading proficiency and vocabulary mastery. These findings suggest that there are more variables influencing kids' reading proficiency.

Considering the observations the researcher made prior to starting the study, it appears that most of the students at Brawijaya Islamic High School have not been able to find synonyms and antonyms in a text. In fact, synonyms and antonyms are indicators of vocabulary mastery. This raises the possibility that pupils' lexical competence is still lacking. Another factor contributing to students' inadequate vocabulary mastery is the teacher's failure to deepen the vocabulary instruction. Typically, teachers assign information pertaining to synonyms and antonyms. Furthermore, the teacher was unaware of the student's level of vocabulary knowledge because she had never administered a vocabulary mastery test. Reading comprehension abilities are impacted by kids' inadequate vocabulary acquisition. Many pupils still struggle to understand what words in a paragraph mean. Students still struggle to identify a paragraph's primary point when reading aloud. Furthermore, children continue to struggle with drawing inferences about the reading's content. When students work on practice questions, it is evident that they prioritize working on other questions above ones that test their comprehension of the reading material. This statistic suggests that one of the things influencing a person's reading comprehension skills is their command of vocabulary. The level of students' vocabulary mastery will likewise affect their IQ. An extensive vocabulary is indicative of a high level of intelligence in students.

The researcher want to investigate how vocabulary expertise affects students' reading comprehension abilities based on the description provided above "The

Correlation Between Students' Vocabulary Mastery and Their Reading Comprehension". With this research, it is hoped that vocabulary mastery and reading comprehension skills can improved in order to improve learning. Because with high vocabulary mastery students are expected to enhance high reading comprehension skills. Because reading comprehension is a very important language skill among the other three language skills.

## **1.2 Formulation of the Problems**

1. Does vocabulary acquisition affect students' comprehension of second-grade narrative texts at Brawijaya Islamic Senior High School when it comes to reading comprehension?

## **1.3 The Purpose of the Study**

1. to ascertain whether vocabulary mastery and students' reading comprehension of narrative texts in the second grade at Brawijaya Islamic Senior High School are related.

## **1.4 Significants of the Study**

### **1. Theoretical Significant**

- a. Expand the teacher's knowledge about whether there is an effect of vocabulary mastery on the reading comprehension ability of second grade students of Brawijaya Islamic Senior High School.
- b. Become a supporter of the development of theory for further research.

### **2. Practical**

From a practical standpoint, this research helps students, teachers, and schools. The following are the advantages:

- a. For Learners

The findings of this study will be able to enhance participants' comprehension of what they read by strengthening their vocabulary.

b. For Teachers

The information from the study's findings can help with vocabulary acquisition and reading comprehension.

c. For School

The study's findings can be utilized by educational institutions to enhance the caliber of instruction and learning, particularly in the areas of vocabulary and reading comprehension.

### **1.5 Limitations of the Study**

So that the discussion in this research is not too broad and to avoid mistakes in the discussion and interpretation of the title, The second-grade pupils at Brawijaya Islamic High School, year lesson 2023/2024, are the topic of this study, and the research limits the period of the variables analyzed. Additionally, the reading comprehension test's narrative text and the vocabulary test's adjectives, verbs, and nouns are the only topics covered by this research.