

# **CHAPTER I**

## **INTRODUCTION**

The introduction is intended to build the main rationale for conducting the research. Therefore, in this chapter the researcher elaborates eight major underlying issues, namely background of the study, problem identification, scope of the study, purpose of the study, research question, benefits of the study, definition of term and organization of the study.

### **1.1. The Background of the Study**

English is one of the international language, which is used throughout the words and also English is used in many field of life such as: in politics, economics, social and education. Therefore, English by many learners deliver thought and interact in a variety of situation.

In Junior High School, English subject become one of the basic subjects that must be learnt by the students. As we know, there are four skills in mastering English; they are listening, speaking, reading, and writing. These skills are supported by four components such as grammar, vocabulary, spelling and pronunciation. Vocabulary is one of the important aspects in the teaching English language, as stated by (Edward 1997, 149): “Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system”.

In addition, actually vocabulary much more than grammar, it is the key for the students to understand what they hear and reads, and communicating successfully with other people. For this reason, it is very important to quickly build up a large store of the words. Related to that, (Richards and Renandya 2002, 255) affirms vocabulary is a core component of language proficiency and provides much of the basis how well learners speak, listen, read and write. It means that vocabulary is very important, not only to build up our words but also supporting the four skills in a language especially in reading skill to be mastered. In order that the students can communicate in English well, specifically in reading by mastering vocabulary fluently.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It means that, the texts and reading cannot be separated in deriving information. (Richard and Renandya 2002, 273) states that good reading text also provides goods models for writing, and provides opportunities to introduce new topic, to stimulate discussion to study language (e. q. Vocabulary, grammar, and idioms). Its emphasize what we suppose to principles to be done in teaching reading text. Building a strong vocabulary belongs to principles to be done in teaching reading. So, based on the explanation above the researcher concludes that vocabulary cannot be separated with reading. To understand the reading text need to know many words and words can be growth by reading itself. In other hand, both of them are closely related which is necessary to support one each other.

Methodist Pekanbaru Junior High School use of Curriculum-2013, Methodist Pekanbaru School has three programmes are Kindergarten, Elementary

School and Junior High School. So far it has been used in Indonesia there are more 60 Methodist School and quite some of them are based in areas around Medan, Jakarta, and Pekanbaru. Methodist Pekanbaru Programmes of education are currently offered in two languages, English and Mandarin. The school have many programs in the school. One of the programs was reading a book after school and speak English every day. The teacher should encourage have to create diverse learning engagements so that the vocabulary being taught can be achieved in reading comprehension. The researcher talked to the teacher and principal before what was the gap, for the students right now who influence them for lack to read the books and borrowed in the library, because they like using gadgets and handphone than they read the books. It looks different around two years ago.

Unfortunately, the Indonesian students' reading comprehension achievement needs to be developed. Based on the data from progress in International Reading Literacy Study (PIRLS 2011, 3) Indonesian students' reading comprehension achievement is ranked out 42 out of 45 countries which implies that Indonesian students' reading comprehension is still insufficient. Meanwhile, OCED (organization for Economic Co-operation and Development) which conducted the program for International Student Assessment (PISA), shows that reading average score of Indonesia students is at rank of 64 out of 65 countries (PISA 2012, 5). Then, OCED/PISA (2015, 7) on the reading ability of students in Indonesia rank 69 out of 76 countries surveyed. From the data above, it can conclude that Indonesian students reading achievement still low.

One of the factors affecting reading comprehension achievement is reading motivation. Reading motivation is very important because education, it affects the

level of the learning of individual and they reflect to their behaviors whether they have learned or not. According to (Ahmadi and Hairul 2013, 9). Reading motivation is becoming more important and focuses on the four skills of listening, speaking, reading, and writing but reading comprehension is most important and facilitate English language learning. Meanwhile, Amudson (2015, 7) states that reading motivation and reading comprehension are two main aspects of creating successful readers. Motivation means to make somebody willing, to make somebody feel enthusiastic, interested, and committed to something. Motivation is an important contributing factor in language learning because learning will be more effective and efficient if it is pushed by motivation. In other words, motivation can use by the students to achieve the knowledge, comprehension, or skill.

Furthermore, (Castle 2015, 15) states that reading motivation encourages students to practice reading skills and advance their abilities. The primary years is the star to learning to read and has importance. A student's motivation to read is a critical factor in getting him involved in reading and improving his reading skills (Melekoglu & Wilkerson 2013, 78). Therefore, reading motivation is vital to the learners' ability to read and comprehend texts purposefully. All English foreign need enhance their English reading motivation for a better understanding of written texts.

A preliminary study was conducted by interviewing and observing at Methodist Pekanbaru Junior High School, especially the Grade 8 students. From the interviewing the problem was found that the students faced difficulties in reading comprehension. It was hard for them to understand the content of the text

because of their lack vocabularies, prior knowledge and structure. They only focus on some questions presents in the text without comprehending the text overall.

In addition to be successful in reading, motivation is important factor. The reasons of why motivation is important factor students' successful in reading is that motivation has close relation with students in comprehending a text, and students need to have motivation in reading. Students who are motivated tend to devote all his ability to produce optimal learning results as expected, as well as raise awareness in reading. According (Anne 2014, 7) also states that, student motivation and the skill of reading are both essential factors that help to promote student success and life-long learning. Motivation means to make somebody willing; to make somebody feel enthusiastic, interested, and committed to something. Motivation is an important contributing factor in language learning will be more effective and efficient if it pushed by motivation. It is supported by (Santrock 2008, 438) who states that motivation involves the process that energies, direct and sustain behavior. In other words, motivation can use by the students to achieve the knowledge, comprehension and vocabulary.

Referring to the description above, the researcher is interested in conducting a study entitled the effect of vocabulary size, and reading motivation on reading comprehension achievement in grade VIIIA at Methodist Pekanbaru Junior High School.

## **1.2. Problems Identification**

Based on the observation above, the researcher finds some problems that always is found the students in learning English especially in mastering vocabulary size and reading achievement. There is a lack of reading motivation affect that amount the student reading engage in, leading to decline in reading for pleasure, which in turn affect that reading achievement of students (Houghton 2015, 7) reading achievement is necessary within all academic subjects. In order to read textbook to obtain knowledge and guidance. It is imperative that student obtain the skill to read.

Unfortunately, not all of the students process the motivation to read those who do will invest additional time in reading. The amount of time spent reading correlates with text comprehension and increase fluency, which lead to becoming successful readers (Arlington and Gabriel 2012, 10)

## **1.3. Scope of the Research**

This study is about how young learners of English get their vocabulary from day to day basis either at school or at home. They young learners of English, especially in Methodist Pekanbaru Junior High School have been exposed to English language formally and informally and these exposures determine the size of their vocabulary. In this study, the researcher would like to find out whether or not there is a significant effect of vocabulary size, and reading motivation on their reading comprehension achievement.

#### **1.4. Research Question**

The research will address the following issues:

1. Does reading motivation have an effect on reading comprehension achievement at Methodist Pekanbaru Junior High School?
2. Does vocabulary size have an effect on reading comprehension achievement at Methodist Pekanbaru Junior High School?

#### **1.5. Purpose of the Research**

This research therefore has the following purposes:

1. The researcher wants to find out the effect of reading motivation toward reading comprehension achievement at Methodist Pekanbaru Junior High School?
2. The researcher wants to find out the effect of vocabulary size toward reading comprehension achievement at Methodist Pekanbaru Junior High School?

#### **1.6. Benefits of the Study**

In this study, the researcher focuses on the effect of vocabulary size, and reading motivation on reading comprehension achievement Grade 8A Methodist Pekanbaru Junior High School. By knowing this effect among the variables, there some benefits that can be considered for learners, educators and also the school which may develop strategies to improve students' reading motivation, vocabulary size toward reading comprehension achievement.

As the result of this research, educators may take further steps to help the adolescent readers who struggle mostly in reading and find effective ways to develop their motivation and upgrade their vocabulary so they will improve better and have the love reading.

### **1.7.Organization of the Study**

This thesis writing framework is composed of five chapters with details in each chapter. In chapter one, the authors state several important matters relating to the background of the research. Then proceed with the identification of various problems related to the background, so that the author needs to make a problem. Referring to the problems that exist, then formulated a problem statement that will be answered through a series of studies and make it as a goal to be achieved in this study. This research is also expected to be useful so that it is written on the benefits of this study, and overall this thesis is described in the organization of the study.

In chapter two there is a review the related literature that explains of each variable in the study. In this chapter, a literature review is used to explain the theory of vocabulary size, reading motivation and reading comprehension through some previous practitioners. The conceptual frameworks and research hypotheses are also presented in this chapter.

Chapter three explains the research methodology. In this chapter, the research design and steps of the study are useful for collecting, processing, analyzing, and interpretation data. In addition, clearly explained settings and research subjects.



Chapter four addresses the problem formulation outlined in chapter one. The formulation of the problem is answered by outlining the results of the research and interpretation of the data on each of the research variables, as well as outlining the existing theoretical basis.

Chapter five consists of conclusions, implications, and suggestions. In this chapter, conclusions are drawn from the results of the research, implications for the teaching, learning engagement put on the focus on students, and suggestions as conclusions that can be useful for further research.

