

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Reading is the key to unlocking the door to success. Reading can serve many different purposes depending on the reader's goals. It can gain information and enhance insight. Numerous novel discoveries can be made through reading, encompassing unfamiliar knowledge and even unimagined concepts. Furthermore, engaging in reading can provide numerous opportunities to acquire valuable knowledge that can be applied in various aspects of life. In other words, reading is a valuable tool for acquiring and cultivating intellectual, spiritual, emotional, and self-confidence attributes in individuals. Imaginative thinking, critical thinking, analytical thinking, and creative thinking will all be developed simultaneously as a result of this. Reading is a basic component of learning that assists individuals in obtaining knowledge, as stated by Aksan and Kisac (2009). Reading is a fundamental feature of learning. By participating in reading activities, one can improve their capacity to think critically, to capture concepts and knowledge, to grasp literature, to imagine possibilities, to apply tactics, and to effectively articulate their thoughts. Furthermore, reading may also be considered a form of entertainment because it has the ability to provide pleasure and bring happiness to the inner being of the individual performing the activity. Through the act of reading, individuals have the ability to transcend the constraints of space and time, allowing them to explore alternate worlds and realities. Engaging in the act of reading provides individuals with valuable opportunities to exercise their imagination and explore a wide range of concepts and experiences.

In Indonesia's educational setting, reading is a fundamental ability which is closely related to every topic at school. Reading is required to ensure that students understand the subject, particularly the text. By reading, students can improve their vocabulary, knowledge, reading experience, and reading comprehension. But in the fact, encounter challenges in comprehending. This is caused by the factor of vocabulary. Students will not easily comprehend their reading if they have problems in vocabulary. As in Buana and Syafitri (2021) found that some students

have difficulties in understanding meaning in the text because they have insufficient vocabulary. It means that vocabulary is a fundamental aspect in acquiring and comprehending language. understanding vocabulary will help and guide students in pronouncing, reading, and capturing ideas from reading. Understanding vocabulary can also help students in comprehending more complex texts. The richer the vocabulary that students have, the better the performance they will have.

In addition to requiring sufficient vocabulary to understand the text, high motivation to read English texts is also required. Reading motivation is a factor that influences students' desire to read (Anwar & Arianto, 2023). In reading, motivation can also affect students' interest and concentration in understanding the reading text. By having high motivation, a student will more easily understand the reading text and gain a deeper understanding of the topic that student reads. In reading, motivation can come from various factors, such as information needs, personal interests, or the desire to develop oneself. Therefore, having a high reading motivation is very important in understanding reading texts. Or in other words, students can gain better understanding if they have good motivation.

The studies about the association between students' motivation and their ability to comprehend what they read has been the subject of a significant amount of research carried out by a number of researchers. Several research, like Agustina (2018), Haryani et al (2021), and Maghsoudi et al (2020) investigate the relationship between the level of reading motivation that students have and their level of reading comprehension abilities. The findings indicate that there is a substantial relationship between the level of reading comprehension and the level of reading motivation among the students. A high level of reading comprehension was also achieved by the students who exhibited a high level of reading motivation. Additionally, the students that have sufficient reading motivation also have sufficient reading comprehension of the material.

Turning to the context of the association between vocabulary knowledge and reading comprehension, Nouri and Zerhouni (2016) indicates that vocabulary knowledge plays a fundament role in reading comprehension. Several studies examine the association between vocabulary knowledge and reading

comprehension, such as Manihuruk (2020) and Qomar and Sari (2019) demonstrate that vocabulary knowledge positively associate toward reading comprehension.

However, although many studies have been conducted on the association between student motivation and reading comprehension and the association between vocabulary knowledge and reading comprehension, there are still gaps that need to be explored further. Those studies only have one independent variable, so the research is needed by adding independent variables to understand the influence of several independent variables toward the dependent variable. In addition, some of those studies only focus on junior high school students. Further research needs to consider the level of education because not at all levels of education, students have the same abilities.

This study tries to fill the gaps identified in the findings by combining independent variable of those studies to be examined their association toward reading comprehension at a different level of education, namely at a senior high school in Muaro Jambi. It is important to be examined because based on the information from one of the English teacher there, not all students perform well in English lesson in each class. Another reason is this study can contribute to readers based the objectives of this study. Therefore, this study analyzes the influence of senior high school students' vocabulary knowledge and reading motivation toward their reading achievement. The writer would like to look the extent of the relationship of those three variables.

1.2 Research Question

The writer carries out this investigation to address the issues raised by the following questions:

1. What is the influence of students' vocabulary knowledge toward reading achievement?
2. What is the influence of students' reading motivation toward reading achievement?
3. Is there any significant association between students' vocabulary knowledge and reading motivation toward reading achievement?

1.3 Purposes of the Research

In line with the research question, the purposes of this research are:

1. To explore the influence of students' vocabulary knowledge on reading achievement.
2. To explore the influence of students' reading motivation on reading achievement.
3. To explore whether there is a significant association between students' vocabulary knowledge and reading motivation on reading achievement.

1.4 Limitation of the Research

Several variables limit this research. First, vocabulary knowledge is limited by a scope, breadth of vocabulary knowledge. It is limited by vocabulary level that employs to learn English as a foreign language based on Webb, Sasao, and Balance's Vocabulary Level Test (VLT). Furthermore, reading motivation is limited by 4 aspects including self-efficacy, intrinsic motivation, extrinsic motivation, and social motivation. It is only limited to motivation for reading English. And reading achievement is limited by student's level. However, the sample of this research is eleventh grade students in Senior High School Number 2 Muaro Jambi in academic year 2024/2025.

1.5 Hypotheses of The Study

There are 3 hypotheses in this research, the researcher should propose Alternative hypothesis (H_a) and Null hypothesis (H_o) as follow:

1. H_{a1} : There is a significant influence of vocabulary knowledge on reading achievement among eleventh grade students.
 H_{o1} : There is no significant influence of vocabulary knowledge on reading achievement among eleventh grade students.
2. H_{a2} : There is significant influence of reading motivation on reading achievement among eleventh grade students.
 H_{o2} : There is no significant influence of reading motivation on reading achievement among eleventh grade students.
3. H_{a3} : There is a significant association of vocabulary knowledge and reading

motivation on reading achievement among eleventh grade students.

H₀₃: There is no significant association of vocabulary knowledge and reading motivation on reading achievement among eleventh grade students.

1.6 Significances of the Research

The research is anticipated to yield valuable insights for individuals working in the sector of education. First, for the Researcher, this research is anticipated to be a private enrichment means for the researcher herself. Second, it is anticipated to give information about students' vocabulary knowledge and reading motivation which influence their reading achievement for English teacher who still find difficulties in teaching reading in the class. Third, for next researchers, it is anticipated to be a relevant information or reference relating to vocabulary knowledge, reading motivation, and reading achievement to develop further researches at other levels and purposes. The last, it is anticipated to be able to make other researchers interested in analyzing the influence of vocabulary knowledge and reading motivation toward other skills achievement.

1.7 Definition of Key Terms

1. Vocabulary knowledge is the number of vocabularies possessed by an individual that refers to one's understanding of the meaning of words, and how they are used in various contexts (Anderson & Freebody, 1981). In this study vocabulary knowledge is the amount of English vocabulary mastered by senior high school students a 1,500 to 3,000 words to understand a word and the meaning of the word.
2. Breadth of vocabulary knowledge is words' quantity in which a student has a minimum some fundamental comprehension of their meaning. In this case, breadth of vocabulary knowledge is the quantity of terms that a student is familiar.
3. Reading motivation is an inclination and pleasure of individual in engaging in continuous reading, which is influenced by the individual's tenacity, willingness to take on challenges, curiosity for exploration, and belief in their own abilities (Bagazi, 2022). In this line, reading motivation is the level of students' motivation in reading related to their desire to read

both internally and externally, self-belief and social encouragement as measured by the reading motivation questionnaire.

4. Reading achievement refers to a student's level of reading performance on grade-level reading abilities, which are measured by standardized tests. Reading achievement is determined by how well students do on these reading skills (Tang & Dai , 2020). In this current study, reading achievement is students' reading score on students' reading ability is measured by the reading test.