

# CHAPTER I

## INTRODUCTION

This chapter discusses the background, the research question, the purposes, the significances, the framework, the hypothesis and the methodology of the research.

### A. Background

Vocabulary is one of the most important aspects that is a basic in approach learning English. If students' have a lack of vocabulary, they will not understand about what is learned in learning English. Vocabulary is the knowledge of word and meanings for students' (Diamond & Gutlohn, All about learning disabilities and ADHD, 2005). As the statement that vocabulary is important in learning English.

“Students’ vocabulary knowledge is a building and basic process that occurs over time as they make connections to other words, learn example and non-example of the word and related words, and use the word accurately within the meaning of the sentence” (Snow, Griffin, & Burns, 2005)

Many students in Indonesia are still lack of vocabulary mastery for example, lack of students’ interest in reading English books. That is based on observed by the researcher in Mts. Miftahulfalah. Vocabulary is the problems that happened in that school, students in there can’t understand and still a lack of the vocabulary mastery. When they found an English text and they don’t understand the text. The National Reading Panel (NRP; National Institute of Child Health and Human Development, 2000) “analysis scientific studies that led them to conclude

that readers' vocabulary is related to their understanding of a text and meaning. In the learning vocabulary become to basic skill among reading skill, speaking, listening and writing”.

“Vocabulary has an important role in language English skills, like as listening, reading, speaking, and writing” (Schmitt & Mccarthy, 2008) “Vocabulary is one of the most important to English language components. Learners will be hard to understand the sentences without vocabulary mastery. Besides that, learning vocabulary is important for the learner, as Wilkins”. (Thornbury, 2002, p. 13) said that: “Without grammar very little can be conveyed, without vocabulary mastery nothing can be conveyed”. It means that mastering vocabulary is needed by the students because they will hard to understand something without mastering grammar and without mastering vocabulary there is nothing to say. Thus, vocabulary should be improving to the students because vocabulary as a basic skill to the English language, many problems from the students' one of the problems is a lack of vocabulary, in this research focus on the vocabulary, vocabulary is a necessary to the students in the English. To fix the problems, there are many programs to improve the students' vocabulary mastery, but the researcher chooses students' reading habit on school literacy movement program.

Reading is the activity to get the information from the text. Reading is basic to get and to learn vocabulary mastery, by reading the students can improve the new information and the knowledge. Erfort (Erfort, 2005, p. 45), said that:

“Reading is one of the most important activities in your lives as students to understand”.

Sookchotirat (2005), said that: “Reading skill is the most important as it is the basis of all the success in your life. Good readers can gain more knowledge of kinds from reading. Reading makes the reader more knowledgeable, have wider perspectives and vision. Reading helps the reader get new ideas leading to cognitive development. When the readers shared what they read to apply with their own idea a new perspective or idea is created”.

The explanation above that reading is very important for students, especially when reading applied at school program. “Maintenance of the post and condition of new worlds in one’s vocabulary may continue even till the period of old age depending upon one’s reading habit and interests” (Thornbury, 2002, p. 86). From the statement, we may say that reading habit plays an important role in improving vocabulary mastery and with reading habits makes it easy to memorize vocabulary.

This research applied in students reading habit on school literacy movement, because with reading habit on school the students easily to remember vocabulary. A research by Zehra Kartal (2017) “Reading habit of the tenth-grade students of SMA Pribadi Depok is good. It can be seen from the average score of the students’ questionnaire is 68.84”. However, in this research, there is no significant difference from the previous research. This research focuses on students’ reading Habit on school literacy movement program and their vocabulary mastery at *SMPN 59 Bandung*. The researcher hopes by analyzing the

students' reading habit can help the teacher and the students' knowing the correlation of reading habit and vocabulary mastery.

Based on the explanation, this research tried to investigate students' vocabulary mastery and reading habit. That is the reason why this research is chosen and entitled "STUDENTS' READING HABIT ON SCHOOL LITERACY MOVEMENT PROGRAM AND THEIR VOCABULARY MASTERY".

## **B. Research Questions**

Based on the explanation above, the research formulated the research problems into the following research questions:

- a. How good is the students' reading habit on school literacy movement of the seventh-grade students of *SMP Negeri 59 Bandung*?
- b. How good is the vocabulary mastery of the seventh-grade students of *SMP Negeri 59 Bandung*?
- c. Is there any significant correlation between students' reading habit on school literacy movement and their vocabulary mastery?

## **C. Purposes of Research**

The research purposes as follows:

- a. To measure the level the students' reading habit on school literacy movement and their vocabulary mastery of the seventh-grade students of *SMP Negeri 59 Bandung*.

- b. To measure the level their vocabulary mastery of the seventh-grade students of *SMP Negeri 59 Bandung*.
- c. To find out the correlation between students' reading habit on school literacy movement and their vocabulary mastery.

#### **D. Significances of the Study**

The result of this research is expected to give both theoretical and practical benefits as follows:

1. Theoretical Significances

By conducting the research about the correlation between Students' reading habit on school literacy movement and their vocabulary mastery, the researcher hopes that the result of the research of the research will be usefull to give contribution to English teaching and learning.

2. Practically

Practically, this research is expected to be beneficial for:

1. Teacher

The result of the research will be usefull as a reflection in order to increase and develop their program in teaching students about reading habit to improve their vocabulary.

2. Students

The finding of the research to increase their vocabulary mastery using reading habit on school literacy movement.

3. For the Future Researchers

The finding of the researcher hopefully can be useful as the source of their reference and it is also useful to inform the readers about the correlation between students reading habit on school literacy movement and their vocabulary masteri.

Vocabulary is the bridge in English learning skill because vocabulary as a basic in the English language. If the students do not understand vocabulary, it can influence the English skill. According to Hatch and Brown (1995, p. 1) “vocabulary is the foundation or basic to build languages, which plays a fundamental role in communication”. So, vocabulary is basic in learning English with the understand the vocabulary to easier learning English such as reading, writing, speaking and listening. “In addition, the research related to the vocabulary instruction and word knowledge shows that there are a robust correlation between knowing words and comprehension text” (Beck et al., 2002)

In teaching learning process of English, some students’ does not have the interest to use their left brain to memorize something included to memorize the English vocabulary. Students reading habit on school literacy program will help remember vocabulary because with repeated of words in reading.

According to Creswell (Creswell, Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.), 2012), “correlation is a statistical test to determine the tendency or patterns for two or more variables or two sets of data to varience consistently. In this case

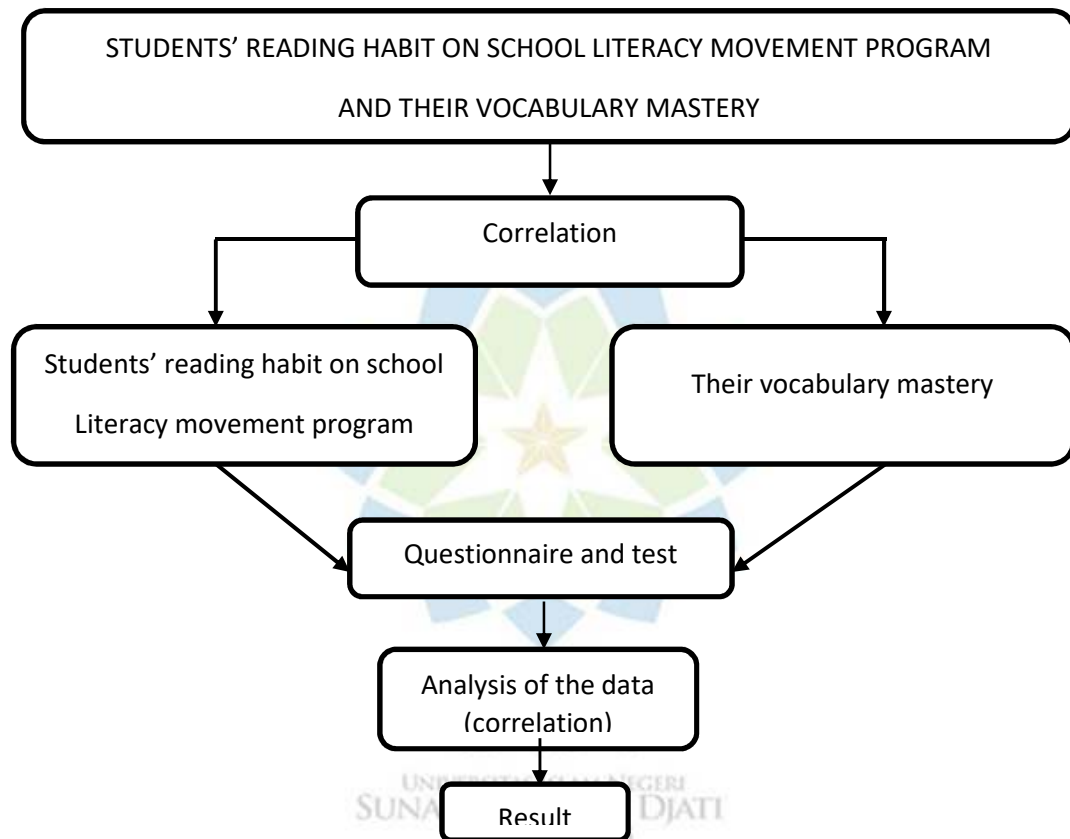
of only two variables, that means two variables share very common variance, or they co-vary together”.

In reading habits, frequency of reading or how many time students read on school literacy movement program is determined their reading habits. According to Chettri and Rout (2013) “assert that reading habit is a reading activities which is done recursively. In other words, based upon this view, reading can be considered as a habit if it is done many times in a regular way”. According Iftanti (2012) “also emphasizes that the key of reading habit is repetition with respect to the desired reading behavior for stundets’. From this notion, reading habit is considered as the way in which individuals repeat many times their reading activities so that it is absorbed into themselves as an enjoyable activity which is done with full of awareness or sincerely”. And according to Iftanti (2015) add statement, “state that since a habit of reading is established by repeating the desired behavior, reading is practiced regularly everyday until that becomes the second nature to the learners. Therefore, repetition of reading activities is the key of the establishment of reading habits”.

The statement above explained reading habit is repetition with respect to the desired reading behavior, so applied on school literacy movement program.” School literacy movement (SLM) as an effort to improve students’ reading competence at various levels, from elementary school, junior high school and senior high school. This is s strategic and systematic steps made by

government of Indonesia to educate students' reading interests and skills''  
(Depdikbud, 2016)

This research would further to develop the scheme above by implementing  
scheme below:



**Figure 1.1. Scheme of research**

Based on the research framework presented in the figure 1.1 above, the process of this research consists of correlation between students' reading habit on school literacy movement program and their vocabulary mastery. First steps experimental group of student reading habit on school literacy program correlation and their vocabulary mastery, second steps given questionnaire (online) the students, third steps, fourth steps analysis of the data from the questionnaire and last steps result of correlation between students' reading habit on school literacy movement program and their vocabulary mastery. The results of those steps will provide the answer for question of significant correlation.



## **F. Previous Study**

There are a number of studies that discuss the analysis students reading habit;

A research by Zahra Kartal (2017) “reading habit of the tenth-grade students of SMA Pribadi Depok is good. It can be seen from the average score of the students’ questionnaire is 68.84”.

A research by Lilik Siskayanti (2019) “the Effect of Literacy Program on Students’ Reading Habit of the Seventh Grade at SMPN 1 Jenangan. The result indicates that there is any significant effect of literacy program on students’ reading habit. It has been found that the comparison value ( $t_o$ ) between literacy program and students’ reading habit is 6,390. This is higher than value in the table, which is at the level of significant 5% with  $db=53$ . It showed that the null hypothesis ( $H_o$ ) —There is no significant effect of literacy program on the students’ reading habit is rejected and the alternative hypothesis ( $H_a$ ), —there is significant effect of literacy program on the students’ reading habit is accepted. In conclusion, there is positive or significant effect of literacy program on students’ reading habit of seventh grade at SMPN 1 Jenangan in academic year 2018/2019”.

A research by Nurul Khalisa (2019) “the students has a high English reading habit, it is indicated from the average score of the calculation result from each participant which fall in between 69 (high) at SMAN 4 Kota Banda Aceh”.

However, in this research, there is no significant difference from the previous research. This research focuses on students’ reading Habit on school literacy movement program and their vocabulary mastery. The text consists of

correlation reading habit and vocabulary mastery. The researcher hopes by analyzing the students' reading habit can help the teacher and the students' knowing the correlation of reading habit and vocabulary mastery.

