

CHAPTER I

INTRODUCTION

In this chapter, the researcher wants to explain about the reason why the researcher conduct this research. This chapter include of research Background, research question, research purposes, research significants, limitation of the research, and terminology.

A. Research Background

Based on the preliminary observation conducted at SMP Negeri 1 Sokan, particularly among seventh-grade students, the researcher found several conditions related to students' English learning, especially their reading habits and vocabulary mastery. In general, students' English learning was still relatively low. This condition could be seen from the difficulties experienced by some students when they were involved in English learning activities, particularly when they were required to read and understand English texts. The students did not always show a consistent interest in reading English materials, and reading was not yet fully established as a regular learning activity.

In terms of reading habits, the researcher observed that some students had not developed a consistent habit of reading English texts. Reading activities tended to occur mainly when students were given assignments or when the teacher instructed them to read a particular text. Students' independent

reading activities were still limited, both during and outside the classroom. This indicates that reading had not yet become a regular activity for some students. The limited frequency of reading also means that students had fewer opportunities to encounter English words repeatedly and to become familiar with different forms, meanings, and uses of vocabulary. The condition is important because regular reading provides students with opportunities to interact with written English and encounter vocabulary in meaningful contexts.

The researcher also found several difficulties related to students' vocabulary mastery. When students were asked to read and understand English texts, some students experienced difficulties in understanding unfamiliar words. They had difficulty identifying the meaning of words and interpreting the meaning of vocabulary according to the context in which the words appeared. In addition, some students experienced difficulties in selecting or using appropriate vocabulary. These difficulties sometimes affected their understanding of the overall meaning of the text because students could not fully understand sentences or information containing unfamiliar vocabulary. The problem was therefore not limited to whether students knew the translation of a particular word, but also involved their ability to understand and use vocabulary appropriately in context.

For example, when students encountered unfamiliar vocabulary in an English text, they often experienced difficulties in determining what the words meant in relation to the sentence or the information presented in the text. When students did not understand several important words, they also had difficulty connecting the information between sentences and understanding the main message of the text. This condition shows that limited vocabulary mastery can become an obstacle for students in comprehending English reading materials. The students' difficulties in vocabulary also indicate that they need more opportunities to encounter, recognize, understand, and use English words through meaningful language activities.

The observed conditions also show that the problems found at SMP Negeri 1 Sokan involve both aspects examined in this research. The first problem is related to students' reading habits, particularly the lack of regular engagement in reading English texts. The second problem is related to vocabulary mastery, particularly students' difficulties in understanding word meanings, interpreting vocabulary according to context, and using appropriate words. These two conditions are relevant to the focus of the present study because reading activities can provide students with opportunities to encounter vocabulary repeatedly through different contexts. However, the existence of these two problems does not automatically mean that low reading habits cause low vocabulary mastery.

Therefore, the researcher considered it necessary to investigate the relationship between these two variables empirically. The preliminary observation only provided an initial description of the conditions found among the students, while the actual relationship between reading habits and vocabulary mastery needed to be examined through systematic research and statistical analysis. By measuring students' reading habits and vocabulary mastery, the researcher could determine whether students who reported higher or lower reading habits also demonstrated differences in their vocabulary mastery. This was the basis for conducting a correlational study among seventh-grade students at SMP Negeri 1 Sokan.

Thus, the phenomenon found at SMP Negeri 1 Sokan can be summarized as follows: students' English learning was still relatively low; some students had not developed regular reading habits, particularly in reading English texts; and students experienced difficulties in vocabulary mastery, including understanding word meanings, interpreting words according to context, and using appropriate vocabulary. These conditions provided a relevant background for examining the correlation between students' reading habits and vocabulary mastery. The study was therefore conducted to obtain empirical evidence regarding whether a statistically significant correlation existed between students' reading habits and their vocabulary mastery among seventh-grade students at SMP Negeri 1 Sokan.

B. Research Question

Based on the explanation above, the researcher formulated a research question as stated below.

1. Is there a statistically significant correlation between students' reading habits and their vocabulary mastery?

C. Research Purposes

based on research problem above, the purpose of this research as the following :

1. To examine whether a significant correlation exists between students' reading habits and their vocabulary mastery.

D. Research Significant

The significant of the studies is supposed to be useful for

- a. For student

This research is expected to raise students' awareness of the importance of developing consistent reading habits as a means of improving vocabulary mastery.

- b. For teacher

The researcher would like to thank the teacher for giving the researcher the opportunity to make observations at SMP Negeri I Sukan school. and he always enthusiastic in teaching his students to lead them to the path of success because a teacher is a knowledge giver who selflessly provides knowledge regardless of his social status. always enthusiasm for teaching the nations future students.

c. For School

The researcher hopes that it will be useful for the SMPN I Tanah Pinoh school so that it can be more advanced and its students will be more active in improving the school. and also for English teachers, hopefully they will always be enthusiastic about providing knowledge to students and also make the school proud.

d. For STKIP Persada Khatulistiwa Sintang

The researcher hope to be able to open the minds of stkip student and to participate more in developing the name of STKIP outside and create experience for them to enter society after we have finished exploring the world of education through graduations.

e. For Researcher

This researcher is expected to be useful for researcher where this researcher is intended to be able to participate, develop themselves and also be able to interact with students in order to further increase the researcher's knowledge.

E. Limitation of The Research

1. This study focuses solely on the relationship between students' reading habits and vocabulary mastery, without examining other factors that may influence vocabulary development.
2. The participants are limited to students at a particular educational level and context; therefore, the findings may not be generalizable to broader populations.

3. The research instruments, such as questionnaires and vocabulary tests, have limitations in measuring reading habits and vocabulary mastery comprehensively.

F. Terminology

To avoid ambiguity, the following key terms are defined as follows:

1. Reading Habit

Reading habit refers to the regular behavior or tendency of students to engage in reading activities. In this study, reading habit refers to students' frequency, duration, willingness, and selection of reading materials.

2. Vocabulary Mastery

Vocabulary mastery refers to students' ability to understand and use English words appropriately. In this study, vocabulary mastery is measured through a multiple-choice test covering word form, word meaning, word use, and word relationship.

3. Correlation

Correlation refers to the statistical relationship between two variables, indicating the direction and strength of the relationship between them. In this study, correlation refers to the statistical relationship between students' reading habits as variable X and vocabulary mastery as variable Y. The correlation is examined to determine whether students' reading habits are significantly related to their vocabulary mastery among seventh-grade students at SMP Negeri 1 Sokan.

4. Reading habit and vocabulary mastery

Reading habit and vocabulary mastery are the two main variables investigated in this study. Reading habit functions as the independent variable (X), while vocabulary mastery functions as the dependent variable (Y). The study examines whether there is a statistically significant correlation between these two variables.