

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, statements of the problem, objective of the study, hypothesis, significance of the study, scope and limitation, and definition of the keyterms used in the research.

1.1 Background of the Study

Nowadays, the ability to comprehend English is necessary for many people. For many years students from many places around the world learn English. Since it is considered as an international language, learning English has become a necessity for everyone who wants to engage in international interaction. By understanding English, people are able to communicate in English and also able to read many kinds of English text. English is used in sciences, knowledge and technology as well as education, business, transactions, and other activities in the world.

In Indonesia, English is still a foreign language and it has been taught from kindergarten for delivering the lesson such as introducing vocabulary and daily communication. To master English well, students should be able to use the four main skills such as listening, speaking, reading, and writing. In addition, students are also encouraged to master a variety of important components in language such as phonology, grammar, vocabulary, and pronunciation to support the four skills. In the curriculum 1994, it is stated that out of the four skills, listening, speaking, reading, and writing. But reading is considered the most important foreign language skill because it is believed that acquisition of reading

in a second or foreign language is priority. This is in line with Harry Madox said that “Reading is the most important single skill in study.” Furthermore, According to Nurgiyantoro (2010:247) says that activities and reading assignments is a matter that can not be negotiable in the world education. It can be concluded that reading is an activity which are cannot be separated especially in education. According to Alyouself (2005:144), reading can be seen as an interactive process between a reader and a text which leads to automaticity or reading fluency.

In this process, the reader interacts dynamically with the text as students tries to elicit the meaning and where various kinds of knowledge are being used. It implies that in reading process, the reader does not merely focus on the level of recognizing the words, but the most important thing is to comprehend the meanings and the message on the text. Furthermore, Snow (2002:1) defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. By reading, students may get a lot of information. As long as they reads, the more information they will get. Reading also can help students to increase their language knowledge, such as the new vocabularies, phrases, and many others when they read various kind of books. It is clear that, when reading, a reader not only understands the strings of written-letters, but also extracts the meaning to understand the message being given by the writer. Moreover, to increase the skill in reading comprehension, students should master the language components and various skills for reading purpose. However, the reading skills are viewed as a tool of communication in the written language through form many media.

Students may find many texts written in English, from academic books, newspapers, pamphlets, magazines, social media, advertisement and others.

One of the purposes of teaching English as a foreign language to Indonesian people is that they can read, grasp the idea and understand the book written in English. To achieve those purposes, students need a lot of words of English to master. One of the components in language is vocabulary. Vocabulary is very important for students because it can help them understand the meaning of the text. This is in line with Nobeit said that "Vocabulary is one of the most important skills in a language". Scott (2007) purposes that one of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. This statement deals with the importance of vocabulary in reading activity. Richards and Renandya (2002:255) say that 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 to improve their language skills, learners must master vocabulary. Furthermore, Bromley on his research (in Scott, 2007), concludes that vocabulary knowledge promotes reading fluency, boosts reading comprehension, improves academic achievement, and enhances thinking and communication. On the other hand, foreign students who learn English face a classical problem dealing with English reading text, lack of vocabulary is the major one, whereas in fact vocabulary is the most important thing in reading skill. Those statements indicate that vocabulary plays an important role in reading.

One of the previous studies related to the relationship between reading comprehension and vocabulary mastery was conducted by Liu and Nation (1985). It is about the success of guessing meaning a text. The results of this study show

that the participants who have high reading proficiency level could successfully guess 85% to 100% of the unknown words, and the participants who have low reading proficiency level guess around 30% to 40% of the unknown words.

Based on the explanation above, Reading comprehension and vocabulary mastery have a strong relationship. According to Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. Vocabulary and reading cannot be separated because they have closed relation. When the students learn about reading, they must understand vocabulary in the text. Likewise Ali (2010) analyses the correlation between vocabulary mastery and reading comprehension done in university students of the second semester of the english department, the faculty of Tarbiyah and the Teacher training Syarif Hidayatullah, State Islamic University Jakarta. He found that there was significant correlation between students' vocabulary mastery and their reading comprehension. By having vocabulary, it significantly affects the comprehension of students' reading comprehension.

The finding of the observation in SMP M Muhammadiyah 4 Giri Kebomas Gresik, the researcher found that the condition of grade 8th students is they have relatively low vocabulary mastery. A lot of them are indeed quite good with their vocabulary, but those kinds of students exist in small numbers. Good language users are characterized by good choice of words but many students cannot use appropriate words in English. Some students are good at english but they find difficulties to expand their vocabulary. And good vocabulary mastery is characterized by good ability to use it in the sentences but many students failed in

these skills. Concerning the facts above, we know how important the vocabulary in reading activity, it shows that they have close relation. It is a fact that SMP students are still poor in mastering those skills. That is why this study attempts to find out how strong the vocabulary mastery influences the reading comprehension. After knowing the correlation, teachers are expected to be able to choose appropriate strategies to teach their students.

From the reason above, In this final project the researcher interest to conduct a study that examine “The correlation of vocabulary mastery and reading comprehension at eight grade students of SMP Muhammadiyah 4 Giri Kebomas Gresik”. To get empirical data about it the writer will organize the test of vocabulary and reading as result to prove the influence of students achievement in vocabulary mastery and reading comprehension. By getting the grades, the researcher also tries to find the answer of the students’ vocabulary influencing their reading comprehension.

Moreover, This study is also expected to give significant contribution to others, especially English teachers and future researchers. When the teachers know the correlation between vocabulary mastery and reading comprehension, it may help them to make appropriate strategies in order to help their students to comprehend the texts.

1.2 Statements of the Problem

According to the background above, the researcher formulates the problems statement of this study as follows :

“Is there any significant correlation between students’ vocabulary mastery and their reading comprehension?”

1.3 Objectives of the Study

Based on the problem statement above, the purpose of the study tries to examine and explore vocabulary mastery and reading comprehension. This project is determined to find out whether there is significant correlation between students’ vocabulary mastery and their reading comprehension or not.

1.4 Hypothesis

To achieve the purpose of the study, the researcher decides the hypothesis to be posed as follow:

There is positive and significant correlation between vocabulary mastery towards reading comprehension at SMP Muhammadiyah 4 Giri Kebomas Gresik

1.5 Significance of the Study

The research will give some useful information about achievement in vocabulary mastery and reading comprehension. This research will also present the description and correlation between vocabulary mastery and reading comprehension for seventh grade students at SMP Muhammadiyah 4 Giri Kebomas Gresik in the academic year 2015/2016. Hopefully, the result of this study is useful for students, teachers, and readers.

There are two significance of this study named theoretical and practical significance. The explanation is as following :

1.5.1 Theoretical Significance

Researcher hopes that can study and get more information to identify the problem in mastering both vocabulary and reading comprehension. Besides, the researcher will get new experience and knowledge for the future of his life.

1.5.2 Practical Significance

- a. For the teacher

The research can be used to improve the teaching and activities in the class

- b. For the student

To know how far their reading comprehension, reading habits , and vocabulary mastery. By knowing this, they can measure how well the capabilities, so the researcher hope they can improve their ability.

- c. For the school

The research can be used as information to improve the teaching and learning English in the future

- d. For the researcher

To give information for further research with certain interest

1.6 Scope and Limitation

The scope of this study is the correlation between students vocabulary mastery and their reading comprehension for eighth grade students at SMP Muhammadiyah 4 Kebomas Gresik. The result of this study might open possibility idea or suggestion that need to be considered and discussed. The limitation of this study is eighth grade students at SMP Muhammadiyah 4 Kebomas Gresik.

1.7 Definition of the Key terms

There are some key terms which are discussed in this study. Those are: Vocabulary, Vocabulary Mastery, Reading, Reading Comprehension, Correlation, and Correlation Study .

To avoid misinterpretation of key terms, researcher will give the definition of each key term as follow:

- 1. Vocabulary** is a list or series of words within a person's language or part of grammatical patterns that is used to express the idea or in other meaning it is used for acquiring knowledge and also general communication.
- 2. Vocabulary Mastery** is the process of getting a list or a series of words that is used to express the idea or in other meaning it is used for general communication.
- 3. Reading** is one of the language skills that interact with the written symbol and get information from the text
- 4. Reading comprehension** is the process of constructing meaning from text and comprehending involves decoding the researcher's words and then using background knowledge to construct an approximate understanding of the researcher's message.
- 5. Correlation** is a statistical measure or relationship that indicates the extent to which two or more variables fluctuate together. There are two types of correlation; positive correlation and negative correlation. A positive correlation indicates the extent to which those variables increase or decrease in parallel and the extent to which one variable increases as the other decrease