

CHAPTER I

INTRODUCTION

A. Background of The Study

English is the first foreign language. English is generally considered as a foreign language in Indonesia. Nowadays, English language is the most important foreign language that Indonesian people need to communicate. English has four skills: listening, speaking, reading and writing. These four skills are basic language skills in school, especially in teaching English as a foreign language. Indonesian students can learn to communicate in English as a basic means. Reading is considered the most important foreign language skills. People could be getting a lot of information by reading. Harry Madox said that “Reading is the most important single skill in study”.¹ According Eskey “Reading is very important for teacher to establish reading skills for their students. Many specialists defined reading as the process of putting the reader in contact and communication with ideas. Reading is simply one of the many ways in which human beings go about their basic business of “making sense of the world”. The teaching of reading is essentially aimed at preparing the student to be able to read English text that they will understand and they will

¹ Harry Madox, *How to Study* (Greenwich: Fawcet Premier, 1963) p.76

encounter in their lives. The goal of English language learning is to improve communication skills.

Additionally reading is a good thing in life because it is a factor of great importance in the individual development and the most important practice in school. It is also important in any level of study field. Especially in cases where students are required to read English materials for their own specific subject. Nunan states that “Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension”.² Nowadays, the ability to comprehend English is necessary for people. By understanding English, people can communicate in English, and read many types of English texts as well. Reading text not only provides good models for writing in English but also opportunities to learn language, such as: vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts.³ It can be concluded that reading is a very important skill, because the other skills can be increased.

According to Tarigan “Reading comprehension is a kind of reading that aims to understand literary standards or norms, critical reviews, written

² Çağrı Tuğrul Mart, Depeloving Speaking Skills Though Reading, *International Journal of English Linguistics*, Vol. 2, 2012, p.92

³ Jeremy Harmer, *How To Teach Reading* (England Longman, 2002) p.68.

plays, and fictional patterns”.⁴ It means the reader not only understands and comprehends the content of the reading, but can also examine the content of the reading and provide an assessment by linking it to the experience and knowledge it possesses in order to create a deeper understanding of it. Students’ reading comprehension is closely related to the ability to master the students’ vocabulary.

Vocabulary is necessary in reading comprehension.⁵ It means, there are close connections between vocabulary and reading. If someone has more vocabulary, they will easier to understand some texts. Norbert stated that “Vocabulary is one of the most important skills in a language“.⁶ It means that to achieve the success in language teaching learning process especially English, vocabulary is one of the main factors in all language teaching. Vocabulary is a very important language aspect to master. Vocabulary as one of the aspects of language is to learn when people are learning a language. Without the vocabulary it is difficult to understand a language. Tarigan states that “The quality of a person's language skills depends on the quantity and quality of the vocabulary he has. The richer the vocabulary, the more likely

⁴ Tarigan, Henry Guntur, *Membaca Sebagai Suatu Keterampilan Berbahasa* (Bandung: Angkasa Bandung, 2008) p.58

⁵ M. Eva Sundari Elizabeth, *acquisition of English Vocabulary* (India: Discovery Publishing Pvt. Ltd, 2008) p.8

⁶ Norbert Schmitt and Michael Mc Carthey, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 1997) p. 40

we are to be proficient in language”.⁷ This means that mastery of vocabulary determines language quality. Without having adequate vocabulary mastery, it is very difficult for someone to interact properly.

Vocabulary is a critical part of language learning and comprehension. Kuśnerek say “In foreign language teaching, vocabulary is very important because without good enough vocabulary the learners not only cannot express their own concept but also cannot understand others”.⁸ This point shows how important a mastery of vocabulary is in learning English. Mastering vocabulary is the ability to get lots of words or to receive them. By having and mastering vocabulary in context, students will know the meaning of the vocabulary and help to avoid misunderstanding. Without good vocabulary mastery, students can face some difficulties even in learning English or in daily communication.

Nowadays, almost all of the students only read the meaning of a series of words in a sentence without understanding. It causes a limited vocabulary for the students. And it can make students not interested in reading subject, as the students do not know the meaning of the sentence. To know how far the students’ vocabulary achievement. So, most of them are not good in reading, actually in reading comprehension.

⁷ Tarigan, Henry Guntur, *Pengajaran Kosakata* (Bandung:Angkasa Bandung, 2015) p.2

⁸ Dwi Nurkolip, Moh. Hanaf, Students' English Vocabulary Mastery As Seen From Their Habit In Listening English Music, *Journal of English Teaching and Research*, Vol.4, 2019, p.94

The English vocabulary often becomes a problem for students. The students always get difficulties to understand some words in context. When they read they only read without regard to the meaning in a text. Sometimes the students did not want to know more about the text and would not open the dictionary.

Reading comprehension is also a problem for students, they only read the text and do not understand what they read. And they are not interested in reading because they master a lot of vocabulary and do not understand the text they read.

From the above explanation, we have known how important the mastery of vocabulary is in reading activity. The relation between vocabulary mastery and reading comprehension is established in the learning of foreign language and the knowledge of vocabulary it is important to comprehend the text and establish how well students comprehend the text.

Thus, the researcher was intended to find out the relationship between students' vocabulary mastery and their reading comprehension at the eleventh grade of science program in SMAN 2 Pandeglang. Therefore, the research entitled

The Correlation Between Students' Vocabulary Mastery And Their Reading Comprehension Of The Eleventh Grade Students Of SMAN 2 Pandeglang In The Academic Year Of 2020/2021.

B. Statement of the Problem

Based on the problem that is written in the background above, the researcher formulates the problem in research as follow.

1. How is the students' vocabulary mastery of the eleventh grade at SMA 2 Pandeglang?
2. How is the students' reading comprehension of the eleventh grade at SMA 2 Pandeglang?
3. How is the correlation of students' vocabulary mastery and students' reading comprehension?

C. Objectives of the Study

Based on the statement of the problem above, the objectives of the research:

1. To know students vocabulary mastery of the eleventh grade at SMA 2 Pandeglang.
2. To know students reading comprehension of the eleventh grade at SMA 2 Pandeglang.
3. To know how is the correlation between students' vocabulary mastery and their reading comprehension.

D. Limitation of Study

In order to become more effective in doing the research, therefore the researcher limits the study by focusing only on correlation between students'

vocabulary mastery and their reading comprehension at the eleventh grade of SMA 2 Pandeglang. According to Fromkin Rodman Hyams, words in a language are divided into two terms. They are content word, consist of a noun, verb, adjective, and adverb. And function words, consist of preposition, article, and pronoun. Nasr in Syamriani Classifies reading into two types namely oral reading and silent reading.

E. Significant of the Study

The result of this study are expected useful to English teachers, students, and other researchers. For the students this study can help them to improve their reading comprehension skills by further increasing their mastery of the vocabulary. The importance of this research for teachers it can provide information to improve vocabulary mastery and improve reading comprehension skills. And for the other researchers, this study can be used as material consideration if the researchers to do research on the same subject.

F. Research Hypothesis

This research has two research hypothesis namely alternative hypothesis and null hypothesis. The hypothesis of this study can be described as follows:

H_a is Alternative : If there is any correlation between
Hypothesis students' vocabulary mastery and their
($H_a : r \neq 0$) reading comprehension.

H_0 is Null Hypothesis : If there is no correlation between students' vocabulary mastery and their reading comprehension.
($H_0 : r = 0$)

G. Previous Study

There are some previous studies related to the topic, in this section writer takes some previous studies as a reference that is reviewed to this study.

The first previous study is "A Correlation Study Between Vocabulary Mastery And Learning Motivation Toward Reading Comprehension Of The Tenth Grade Students of SMA Muhammadiyah 1 Sragen In Academic Year Of 2016/2017" by Herlina Fatmawati. The result of this research showed: 1) There is a significant correlation between vocabulary mastery and reading comprehension, 2) There is a significant correlation between learning motivation and reading comprehension, 3) There is significant correlation between vocabulary mastery and learning motivation toward reading comprehension. The researcher applied a correlational study and used a quantitative design. Techniques of collecting the data are by using written test and questionnaire.

The subject of this research was all the first grade students of SMA Muhammadiyah 1 Sragen. The researcher took 30% of population as the sample. So the researcher took nine students randomly in all classes of the

first grade students of SMA Muhammadiyah 1 Sragen and there are nine classes of the first grade. The total of subjects was 81 students.

The second previous study is “The Correlation Between Students’ Vocabulary Mastery And Grammar Mastery on Students’ Reading Comprehension at The Second Grade of SMAN 1 Ambarawa” by Ririn Kholidiana. The result of this research showed: 1) There is a significant correlation between vocabulary mastery and reading comprehension with the coefficient correlation was .472, 2) There is a significant correlation between grammar mastery and reading comprehension with the coefficient correlation was .475, 3) There is a statistically significant correlation between students’ vocabulary mastery, grammar mastery, and their reading comprehension with the significant level 0.05.

The subject of this research was the second year students of SMAN 1 Ambarawa and the sample of this research was class XI MIA 2 of SMAN 1 Ambarawa consisting of 32 students.

The third previous study is “Student’s Reading Habit, Student’s Vocabulary Mastery, Student’s Motivation, Student’s English Writing Achievement at The Tenth Grade Students of TKR Progam at SMK Muhammadiyah 1 Blora in Academic of 2017/2018” by Dyah Ayun Rosidayani. The result above shows that there are positive and significant contributions of independent variables toward dependent variable

individually and simultaneously. The subject of this research was the tenth grade students of TKR program at SMK Muhammadiyah 1 Blora. The researcher took 32 students out of the sample. This study used the type of correlation research which belongs to quantitative. The data of this research achieved through test and questionnaire. Test was used to get the data of students' vocabulary mastery and students' writing achievement. And questionnaire was used to collect the data of students' reading interest and students' learning motivation.

In conclusion, the similarity of this research with the research above is correlating the students' vocabulary mastery and the differences with that are the variable of the research. Those research focus on students' learning motivation and grammar mastery on reading comprehension also students' reading habit but this research focus on students' reading comprehension and the sample of this research have a different place and different students. Another difference with the research above is that in conducting field research, this research conducts online research through Google Forms to collect data.

H. Operational Definition

In order to avoid misunderstanding and to avoid ambiguity in reading this paper, the researcher used the definitions of the term in this research, given as follows:

1. Correlation

Correlation is the connection between two things in which one thing changes as the other does. According to Creswell that correlation defines as a statistical test to determine the tendency or pattern of two or more variables or two sets of data to vary consistently.⁹

2. Vocabulary Mastery

Davis and Whipple in Hiebert and Kamil said that vocabulary is seen to be an integral part of comprehension.¹⁰ Mastery is comprehensive knowledge or use of a subject or instrument. So, vocabulary mastery is competence to know words and meaning. And vocabulary mastery is one component to master English as a foreign language.

3. Reading Comprehension

According to Grabe and Stoller that reading comprehension as processing words, forming a representation of general main ideas and integrating it into a new understanding. In this research, reading comprehension means a process of understanding the text.

I. The Organization of the Writing

This paper is arranged into three chapters, every chapter has some points to explain the chapter.

⁹ Creswell, J. W, *Educational Research*, (Boston: Pearson Education, 2012), p.338

¹⁰ Hiebert & Kamil, *Teaching and Learning Vocabulary*, (London: Lawrence Erlbaum Associates, Inc, 2005), p.6

Chapter I Introduction, it contains the background of the study, statement of the problem, objective of the study, the significant of the study, the limitation of study, previous study, and organization of the writing.

Chapter II is Theoretical Frameworks, this chapter is consist of the theorist from some experts we have conducted the research related to this research.

Chapter III is Research Methodology, it consist method of the research, the site and time of study, participant and sample, the technique of data collecting, and the technique of data analysis.

Chapter VI is explains of the students' vocabulary mastery, students' reading comprehension, the correlation between the students' vocabulary mastery, and students' reading comprehension, discussion and research finding.

Chapter V is conclusions and suggestion. The writer concludes the result of the study and some suggestion.

