CHAPTER I

INTRODUCTION

This chapter discusses some topics related to the background of study, statement of the problems, purposes of the study, significance of the study, scope and limitation and also the definition of key terms.

1.1 Background of the Study

For many years students from many places around the world learn English. Learning English becomes a necessity because it is considered as international language. Mastering this language is not a simple thing, there are some skills that students should learn and practice. There are listening, speaking, reading, and writing.

The objective of teaching and learning English is developing those skills above. Besides, English has some language components which can be taught to students. Those components are vocabulary, pronunciation, grammar, and so on. In learning English language, skills and components cannot be separated. Language components can complete the language skills.

In addition reading is a good thing in life. Students’ can reach much information. Reading is very important too. Students achievement in all subjects depends on their ability in read. In high school and university, reading ability becomes more important because students are more active to gain written information. That is why reading comprehension is an access to success in future. The ability to comprehend English is necessary for millions of people. By
understanding English, people can communicate in English and are also able to read many kinds of English text. Therefore, the ability to read English text will give a great deal of advantages in our lives.

In learning English, vocabulary becomes one of important things. Vocabulary is one component that links the four skills, speaking, listening, reading and writing. In order to communicate well in English, students should master a number of words and should know how to use them accurately. A good vocabulary mastery and ability to use it can help students make school work easier and do well in English test.

According to Langan (2002:341), if you have a poor vocabulary, it will make you have slow reading speed and limit your comprehension. Furthermore, Athans and Devine (2010:60) say that vocabulary is important because it gives significant impact on reading comprehension.

In addition, Yossuke (2011:1) states that reading comprehension is a complex process in which the reader uses his ability to find the information. It means that, the reader must be able to comprehend the meaning of a reading text because the ability to read is not only to read aloud what is written but to understand what the reader reads. So, to comprehend the meaning of reading text, the reader needs to understand a certain number of words. Without sufficient vocabulary certainly, it is difficult to understand a reading text.

In order to gain specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen (Klingner, Vaughn and Boardman, 2007). Another way to help the students to understand the text without knowing all the vocabulary in the text is by
finding key words. It is in line with Lehr & Osborn (2005) who explain that to understand a text, we need to find the key words of the text. By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension (Roehrig and Guo, 2011). Moreover, students will comprehend reading skill by mastering vocabulary.

Therefore, reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determines how well students are in comprehending the texts. In regard to this matter, this study attempts to find out the ability of students’ reading comprehension, students’ vocabulary mastery and the correlation between students’ reading comprehension and their vocabulary mastery.

Most students in Indonesia have some difficulties in reading material. The result of research with the title Student’s Difficulties in Comprehending Reading Text at Eight Year of MTS Muhammadiyah 1 Malang was conducted by Permata (2009) showed that many students face difficulties in comprehending text: including word or vocabulary, sentence, paragraph and whole selection. In solving the problems, students must increase their vocabulary. Therefore, the researcher conducted this research since students in Indonesia have some difficulties in reading material.

From the explanation above, we have known how important the vocabulary mastery is, in reading comprehension at the eight grade students of MTs Negeri Batu. In conjunction with this study, the writer would like to
know wheter or not the correlation between students vocabulary mastery and reading comprehension is significant.

1.2 Statement of the Problem

The basic problem that the writer wants to discuss in this study are:

1. Is there any significant correlation between students’ vocabulary mastery and reading comprehension?

1.3 Purpose of the Study

1. To find out any significant correlation between students’ vocabulary mastery and reading comprehension.

1.4 Hypothesis

Based on the problem above, the hypothesis of study can be stated as follows:

- \( H_A \) (Alternative Hypothesis): there is a significant correlation between students vocabulary mastery and reading comprehension of the eight grade students of MTs Negeri Batu.

- \( H_0 \) (Null Hypothesis): there is no significant correlation between students vocabulary mastery and reading comprehension of the eight grade students of MTs Negeri Batu.

1.5 Significance of the Study

The research will give some useful information about vocabulary achievement and reading comprehension achievement. This research will also present the description and correlation between the mastery of vocabulary and the ability of reading comprehension among the eight grade students of MTs
Negeri Batu. Hopefully, the result of this study is useful for students, teachers, and all readers.

1.6 Scope and Limitation

The scope of this study is correlation between vocabulary mastery and reading comprehension among the eight grade students of MTs Negeri Batu and limited on the eighth grade students of MTs Negeri Batu in vocabulary mastery test and reading comprehension material text as a reading test. Both of the tests are multiple-choice form.

1.7 Definition of Key Terms

- Correlation is a technique for determining the covariation between sets of scores; paired score may vary directly (increase or decrease together) or vary inversely (as one increases, the other decreases) (Ary, 2006:631). In this study, correlation refers to describe the relationship between two variables: the vocabulary mastery and reading comprehension.

- Vocabulary is the total number of words that known in a particular language (Collins, 2001: 1774). In this study vocabulary mastery means vocabulary knowledge that can be measured by an objective test (multiple-choice test).

- Reading comprehension is process in which the reader has to decide linguistic symbol and reconstruct them up to meaningful whole intended by the writer (Wainwright, 2007:37). In this study reading comprehension means the students who are studying at junior high school in understanding the reading materials as a test.
In conclusion, this chapter has already highlighted some important information needed. Next, chapter will present review of related literature. There are some point will be discussed in chapter II.