

Chapter One

Introduction

In this chapter, the researcher presents background of the study, identification and limitation of the problem, formulation of the problem, objectives of the study, advantages of the study, and outline of the research.

Background of the study

Reading is considered the most important foreign language skills. Being able to read in English is very important. The researcher knows that the success in reading is the most important aspect because it is a basic tool of education. That statement is supported by Mardox (1996) who said that reading very important because reading is one of the basic skills of language. Reading is no doubt as a means to gain knowledge and information. Besides, Simanjuntak (1988) said that reading is a skill which must be developed. Obviously, students must know the process of developing reading skill to the extent that they use the process as they read and study on what they earned. It means that the student must be aware of the importance of reading skills. By mastering the reading, students may get a lot of information. The more they read, the more information they will get. Reading makes someone smarter and creative. According to Laddoo (2007) reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter.

In learning English, reading is one of skills that students should master. However, sometimes students find obstacle in reading comprehension. The

obstacle that students face in developing their reading comprehension skills is that students less understand about what they read, because the students have to improve their vocabulary mastery to make them easy in reading comprehension. Norbert (1997) explains that vocabulary is one of the most important tools in reading comprehension. Without vocabulary the students cannot grasp the idea from the passage. Meanwhile, based on the researcher observation, there are some obstacles of reading comprehension skill that senior high school students face such as lack of vocabulary mastery, grammar error and sometimes trouble to understand the content of the text.

An adequate reading is very important for senior high school (SMA) students as English is considered the first priority in school. The students have difficulties to understand English lesson. Thus, they should master English well. If they can overcome the problems of reading then they are able to understand the written material either in text books or in magazine. For instance they can understand and enrich their vocabulary and they learn the strategies to understand the text. For the high school students reading comprehension is one of the part in English test in the semester examination and national examination. The reading mastery will help them to do the reading comprehension tests.

From the statement above, according to Adams (1990) there are several factors to develop their reading comprehension such as vocabulary and grammar skills. Allen (1977) said that vocabulary is the most important aspect or the main factor which influence reading comprehension. From the statement, the

researcher is interested in vocabulary mastery as a way to help students in improving their reading comprehension skill.

Vocabulary is basic structure blocks of language. Vocabulary mastery plays important skill for the reading comprehension because without vocabulary the students cannot grasp the idea. Vocabulary is crucial component in acquiring and understanding the passage or article. According to Roehrig (2011) vocabulary mastery is one of the major factors that influences reading comprehension. Mastery in vocabulary can help the students to grasp the meaning of the passage, acquire new ideas and obtain the needed information.

Vocabulary and reading are two things that cannot be separated from one another. When learning reading, students need vocabulary to help them understand the idea, and when learning vocabulary, students need a lot of practice of reading. Thus, if the students know a lot of vocabularies, they can comprehend the written text with ease. Vocabulary and reading skill have consistently produced a strong correlation to reading ability. For vocabulary, it is widely accepted that the 2.000 most frequent vocabulary items are crucial for basic reading as they cover approximately 80 % of the words in a text in general (Cobb 2007). Hsu (2009) explains that English can be categories into three level based on vocabulary mastery. The 1000 words level for junior high school students (SMP), the 2000 words level for senior high school students (SMA), the 5000-7000 words level for university students. In this research, the researcher focused in senior high school students. Based on observation, the researcher found out that the students at SMA Muhammadiyah 7 Yogyakarta have less interest in reading

activity. When the students are less interest in reading comprehension, they cannot grasp the main idea in the text book, article and they will be difficult to get the information. From the explanation above, to comprehend the reading text students need vocabulary mastery. Because vocabulary mastery becomes the important things for students in order to get success in reading comprehension.

Identification and limitation of the problem

This research will focus on the correlation between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta. The researcher already conducted observation and asked the problems of reading comprehension with some students in SMA Muhammadiyah 7 Yogyakarta. In identifying the problems in that school within the reading passages, there are many factors that can affect the problems emergence. The problems are students get difficulties to understand a reading because they are reluctant to learn vocabulary, students do not want to master vocabulary mastery and comprehend the reading. This study hopes that the researcher can find out the correlation between vocabulary mastery and reading comprehension.

Therefore, this research is limited only to know the correlation between vocabulary mastery and reading comprehension. The research will be able to find the relationship between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta because SMA Muhammadiyah 7 Yogyakarta is one of the school that has cooperation with UMY as a place for EED students to do intership program. Then, the school have a lot of students and adequate to be respondents in this research. The location of SMA Muhammadiyah 7 Yogyakarta

near with the researcher boarding house. The supervisor of the researcher recommend the school because she did intership program supervisor at SMA Muhammadiyah 7 Yogyakarta. The backgrouds above make the researcher interested in conducting a research on “the correlation between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta”. The researcher is conducted to know the correlation between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta class XI academic year 2015.

Formulation of the problems

1. How is the students' vocabulary mastery at SMA Muhammadiyah 7 Yogyakarta?
2. How is the students' reading comprehension at SMA Muhammadiyah 7 Yogyakarta?
3. How is the correlation between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta?

The objectives of the study

1. To describe the students' vocabulary mastery at SMA Muhammadiyah 7 Yogyakarta
2. To reveal the students' reading comprehension at SMA Muhammadiyah 7 Yogyakarta
3. To find out the correlation between vocabulary mastery and reading comprehension at SMA Muhammadiyah 7 Yogyakarta.

The Advantages of the study

The researcher hopes that this research will be beneficial for the researcher, teacher, students, and future researchers.

The first advantage is for the researcher. After doing the research, the researcher can know the correlation between vocabulary mastery and reading comprehension. Vocabulary mastery is important for reading comprehension, so this research will give motivation for the researcher to improve self ability for reading comprehension. Then, the researcher can implement vocabulary mastery in reading comprehension.

This research is hoped to give benefit for students. First, the students will have new knowledge for the correlation between vocabulary mastery and reading comprehension. Then, students can be more motivated or interested in learning English especially in reading comprehension skill. The last, students can know the influence of the vocabulary mastery in reading comprehension.

The advantages for teachers' especially for teachers of SMA Muhammadiyah 7 Yogyakarta, this research enriches their knowledge about vocabulary mastery and reading comprehension. Besides, teachers understand about what vocabulary mastery is and the benefits of reading comprehension. Then, the English teachers know the strategy to make the students understand what they read.

The last advantages are for future researchers. First, the researcher hopes that the result of this research enriches knowledge to the other researchers who

want to know and analyze about vocabulary mastery and reading comprehension. Then, this research can give inspiration for the students who want to conduct research in the same topic and may become the sources.

Outline of the research

The structure of this research is organized as follows. In the first chapter, the researcher explains introduction of the research which presents background of the study, identification and limitation of the problem, formulation of the problem, objective of the study, advantages of the study, and outline of the research. In the next chapter of this research presents a review of literature on vocabulary mastery and reading comprehension. In this chapter, the writer tries to give clear description of theoretical framework. The subs of vocabulary consists of definition of vocabulary, type of vocabularies, vocabulary mastery, assesses of vocabulary mastery. In reading that includes definition of reading, aims of reading, and types of reading, reading comprehension and assesses of reading comprehension. The last for this chapter is hypothesis for correlation between vocabulary and reading comprehension.

Then, in chapter three of this research focuses on the research methodology which includes research design, research setting, population and sample, data collection instrument, data collection procedure, and data analysis. The next chapter of this research is chapter four which discusses about result and discussion. The result was answer the three research question of this research and discussion presents further information and relates result to the theory reviewed in

chapter two. The last chapter of this research discusses about conclusion that presents the summary of this research and also provides several recommendations for students, for teacher and for other researchers.