

Chapter One

Introduction

In this part, the researcher explains the introduction of this research. It consists of background of the research which talks about the main problem or the reason why the researcher chose the topic. Next, the researcher explains statement of the study, the research question, the objective of the study. The last part is about the significance of the research and outlines the research.

Background of the Study

Learning English is very essential today, including Indonesian students, so that they can engage in the production of science and technical knowledge worldwide. Mariyanah (2016) says that English as a foreign language in Indonesia has an important role so that it must be learnt from junior high school to university level. Even in some areas, the English usually is starting from primary school level (elementary school) and even kindergartens. English language skills are divided into four important things, namely speaking, listening, reading, and writing and also some components such as grammar, vocabulary, pronunciation, spelling and so on. They are the basic of English and give big influence to the English skill. Each language skills and components should be mastered well by students. Indeed, learning a foreign language cannot be separated from both language skill and also language component and one of English component that will be discusses is vocabulary. It means that in learning a new language, people or even students have to know its vocabulary. Since by understanding the

vocabulary, they will be easier to express their ideas or even get the information from others.

Vocabulary can be described in different definitions. Experts also suggested several words for vocabulary. According to Richards and Renandya (2002), vocabulary is a key component of language proficiency and provides much of the basis for learning how to speak, listen, read and write. Without comprehensive vocabulary and techniques to develop new vocabulary, learners also have their ability and may be discouraged from taking advantages of language learning resources around them, such as listening to radio, listening to native speakers, and using language in various ways, reading or watching television.

Vocabulary is an important instrument to support students' communication activity. Huyen and Nga (2003) mentions that in order to communicate well in foreign language, students should get an adequate number of words and should know how to use them accurately. However, the problems in learning vocabulary are caused by the lack of equivalence between the lexical items of different languages. Vocabulary learning acquires to discriminate progressively the meaning words in the target language after the meanings in mother tongue. It also to make the most applicable lexical ranges for particular linguistics and situational context.

Another element in learning English is reading. Reading is important and essential for students, since students' reading skills are low, students will have

some problems in reading. On the other hand, if the students have a good reading skill, the students will have a better chance to get success in study (Genlott & Grönlund, 2013). Reading is very important for students. Students can learn a lot of things from reading. The students also will learn language from reading.

Many researches have been done, for example by Kurniasih (2009) and Nappu (2014), on the context of vocabulary mastery. Kurniasih investigated elementary school student's vocabulary mastery and that watching cartoon might improve it. The research was done to a group of students in one class. The result showed that watching cartoon can improve student's mastery. Furthermore, Nappu (2014) researched how students could master vocabulary with computer. The research was done to junior high school students in Makassar and finds that computer can increase vocabulary mastery.

Both researchers tried to find the level of student's vocabulary and how to improve it in junior high school and in elementary school respectively. However, their research and most other research did not specifically aim at reading text. In this current study, the researcher found that the teacher blended both vocabulary lesson and reading lesson. The teacher taught the reading text as well as vocabulary in the same time. However, it was still questioned whether the students understanding about the vocabulary when they read the reading text, Whether by reading the text in many times increased their knowledge about the vocabulary or gave them the new vocabulary. Since they usually got difficulty in comprehend the text without looking at dictionary for knowing the meaning of each word. Moreover, the students also got problem when they answer the

question related to the reading text. It can be seen from their achievement of the lesson in which the students still below the average. Therefore, it is necessary to research the vocabulary mastery or understanding of the students in reading text.

Statement of the Problem

Based on the background of the research and the reason above, this research will focus on how far the students understand about vocabulary in reading text. The research was done in SMAN 9 Purworejo, and that the teachers have induced reading in their classes to improve student's vocabulary. Nevertheless, Indonesian students still have low vocabulary understanding in English language. This reality makes students hard to improve their understanding in reading text. In this context, it is not easy for students to understand English vocabulary because they assume that English is very problematic for them as well as mathematic. It makes students not interested to read and understand the vocabulary. Same also happens in SMA N 9 Purworejo where students did not meet the researcher satisfaction in vocabulary quiz. In fact, the researcher was a teacher over there and still taught some tiny group of students in a private course.

Limitation of the Problem

This research will focus only on the how well students' understanding of vocabulary in reading text at the twelfth grade students of SMAN 9 Puworejo. Because based on the researcher sister experience, the students' of SMAN 9 Purworejo have problem in it. Therefore, this problem will really help the students to understand the vocabulary in reading English text.

Research Question

How is the student's understanding of vocabulary in reading text of the twelfth grade students of SMAN 9 Purworejo?

Objective of the Study

The aim of this research is to explore the students' understanding of vocabulary in reading text of the twelfth grade students of SMAN 9 Purworejo.

Significance of the Study

The researcher hopes that this study will give great values for the teacher, the student, and the reader.

The teachers. This research provides information which will help teachers increase their knowledge about the understanding vocabulary in reading text.

The Students. This research provides information which helps students to gains information about how to understanding vocabulary in reading text which makes them builds the stimulus to learning English. So, they will know how to improve their understanding reading text and vocabulary mastery.

The Other Researchers. This research provides information which helps other researchers to raise information about students' understanding vocabulary in reading text. This research will also be a reference for the other researchers when they are concerned in investigating the same topic.

Organization of the Research

First chapter discussed about introduction. The researcher explained the goals of the research. This part consisted of the background of the study,

statement of the study, research question, objective of the study, significances of the study and outline of the study.

Second chapter talked about literature review. In this part, the researcher explained the literature related to the research. Second chapter included of some explanation about understanding vocabulary, reading text and previous related study. The last sub chapter, the researcher explained the conceptual framework of the research.

Third chapter was research methodology. In this chapter the researcher explained about the research method, research design, sampling, setting and data analysis that used in this research.

Fourth chapter would be finding and discussion. The researcher explained about the data and result. There was two points that elaborated in this chapter, which are how far the students' understanding about vocabulary, and their problem in understanding vocabulary through reading text.

Fifth chapter was conclusion. The researcher showed the conclusion of the entire chapter and some recommendation from the teacher. Besides, the researcher showed the result which answers the research question and gave suggestion that related to the result for the students and teachers.