

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher discusses background of the study, research question, objective of the study, significance of the study, limitation of the study, theoretical frame work, hypotheses, definition of key term, and organization of the study.

#### **1.1 Background of the Study**

In this era, many people also equip themselves with learning foreign language, because language is an important instrument in communicating with each other. Besides, language is also important in education field. For example, if students want to study abroad, they have to take IELTS or TOEFL test and they have to master foreign language, both spoken and written. Moreover, a lot of information on the internet, newspaper, magazine, and written-articles are written in foreign language. Thus, mastering foreign language is very important for communicating with people around the world and reaching for a better future.

There are many foreign languages, but English is the most widely used in this world. English is also a language that can connect one country to other country. This can be proven that the most of the books and other information are in English. Not only as the communication media, but the most recent technology uses English as the language of instruction. In Indonesia, English is called as a foreign language. Even though English is a foreign language, many Indonesian consider the English language is important and they also want to learn English through joining course or

sending their children into the school having the National Plus or International curriculum so that they can use English as their daily communication in class or in the school environment.

For some people, learning English is not easy because they have to learn some aspects. In English, there are 4 skills and 3 components. Those are listening, speaking, reading, writing and the components are vocabulary, pronunciation, and grammar. One of the common receptive ways in learning English is reading. In reading, learners will have an activity that learners do to get a certain information. For example, if the learners want to know more about descriptive text, they should look for the information on the internet and read all the explanation provided there. Specifically, reading skill in senior high school or SMA English curriculum has important role because it will be important for the learners to continue to the next levels or university. According to Mustafa (2019), the high school national examination for the subject of English includes only two skills, listening and reading, and reading constitutes 70% of the test. Therefore, vocabulary is even more essential for high school students in Indonesia context.

Vocabulary means a list of words which have its meaning. Learners have to understand the meaning of the words so that they can get the meaning of the explanation or information there. In another case, if learners do not know the meaning of the words, they can look it up in a dictionary book or in the digital dictionary. Therefore, it can be summarized that vocabulary is an important aspect in learning English as well as a foreign language.

Actually, vocabulary is a crucial factor in learning all foreign language. Learners have to master vocabulary because they can get a lot of words by getting or receiving its meaning. It means that vocabulary can help learners in knowing the meaning of the text. Shen (2008) states that good vocabulary knowledge good comprehension. In other words, vocabulary can help learners to comprehend the text. In addition, Burton (1982) says that large number of vocabulary helps to express idea vividly and without repetition of words. He also adds that with larger vocabulary, learners can perform better in all aspects of English language. Therefore, students have to master vocabulary if they want to make it easy to learn a foreign language.

Comprehension will improve when learners know what the words mean. Nation (1990) states that learners have to master at least 3.000 words so that they are able to understand a reading text. Since comprehension is the goal of reading, learners cannot overestimate the importance of vocabulary. Furthermore, if learners lack vocabulary, learners will face difficulties in understanding the text that they read. Basically, learners should master all of the aspects in English. The reading skills, however, are viewed as a tool of communication in the written language through form of magazines, newspaper, textbooks and others. Ratnawati (2006) states that the reading skill is very important for people who mostly learn English through written texts. Moreover, learners should know the meaning of the text although each learner has their own size of vocabulary. As stated, if learners lack vocabulary, learners will face difficulties in understanding the text that they read. By increasing the ability of understanding the meaning of vocabulary in the text,

learners can open their dictionary to find out the meaning of the words. In another case, almost all the learners only read the text without understanding the meaning of the text that they read. It is because of the lack of vocabulary that they have. It might discourage the learners to read because the learners cannot understand the meaning of the text. Thus, it can be said that learners need to have a large number of vocabulary that they know so that they can comprehend the reading test. To sum up, vocabulary has close relationship with reading because it can improve the learners' understanding of the text.

Daryanti (2015) states in the result of her study that vocabulary mastery contributes to reading comprehension achievement and there is positive correlation between vocabulary mastery and reading comprehension. It means that the learners who get high score in vocabulary test, does so in reading test. In addition, the learners who get low score in reading test, does so in vocabulary test. Therefore, this study is proposed to find out the correlation between vocabulary and reading comprehension achievement in the eleventh graders which in that grade, learners have got reading material from the previous grade and they will face national examination in the next grade.

## **1.2 Research Question**

Based on the background of the study, the research question is created as follows:

Is there a positive correlation between vocabulary achievement and reading comprehension achievement of the eleventh graders?

## **1.3 Objective of the Study**

The objective of this study is to find out whether there is positive correlation vocabulary achievement and reading achievement of the eleventh graders.

## **1.4 Significance of the Study**

The result of this study is expected to give information about the correlation between vocabulary achievement and reading comprehension achievement for teachers and also the readers. The researcher also tells the English teachers about the importance of vocabulary in reading comprehension achievement. Moreover, teachers are expected to develop vocabulary materials and exercises which can help the improvement of the learners in reading comprehension achievement. Besides, the teachers are expected to be able to use the result of this study as feedback or self-reflection on teaching reading activities so that the objectives of English teaching program can be achieved.

### **1.5 Limitation of the Study**

The problems are limited to:

- 1) The subject of this research is only the eleventh graders who have already passed their tenth grade. The materials for each test are taken from passages with some topics based on the syllabus and the books as the references. Also, the test is in the form of a multiple choice.
- 2) The researcher only investigates the correlation between vocabulary and reading comprehension achievement of Grade XI.

### **1.6 Theoretical Framework**

The underlying theories which support this study are the theory of reading and theory of vocabulary.

Reading is an important skill. According to Goodman in Burt, Peyton, and Adam (2003) states that reading is important to be learned since it (1) helps people learn to thing new language, (2) helps people build better vocabulary, (3) helps people more comfortable with written English, (4) can help people plan to study in an English speaking country (as cited in Aprilia, 2019). In other words, students who master their reading skills will easily understand meaning from English texts because they have better vocabulary in contexts.

Vocabulary is one of the language aspects that is important in language skill, such as reading. Vocabulary is the collection of words that an individual knows (Linse, 2005). Every time learners or readers are looking for an information through reading, they will get new vocabularies and they need to understand the meaning.

According to Noormah (2000) the students are lacking of vocabulary will hardly understand the words and less interest to English subject.

### **1.7 Hypotheses**

The hypotheses of this research consist of two hypotheses: they are the null hypothesis (Ho) and the alternative hypothesis (Ha). The hypotheses are written below:

- 1) Ho: There is no positive correlation between vocabulary and reading comprehension achievement in the eleventh graders.
- 2) Ha: There is positive correlation between vocabulary and reading comprehension achievement in the eleventh graders.

### **1.8 Definition of Key Terms**

- 1) Vocabulary achievement: A result of vocabulary test which is in accordance with the syllabus of grade XI administered to the subjects of this study.
- 2) Reading comprehension achievement: A result of reading comprehension test which is in accordance with the syllabus of grade XI administered to the subjects of this study.
- 3) Correlational: A study to find out the relationship between two variables (Brown, 1996).

## **1.9 Organization of the Study**

This research is divided into five chapters. The first chapter is Introduction which explains the background of the study, research question, objective of the study, significance of the study, limitation of the study, theoretical framework, and hypotheses.

The second chapter presents about the theories which are related to the study. The third chapter explains the research design, population and sample, instruments, data collection procedure, and data analysis technique.

In the fourth chapter, the researcher explains students' vocabulary achievement and reading comprehension achievement mean score, the correlation between the students' vocabulary achievement and reading comprehension achievement by using Pearson Product Moment formula, and the discussion of the study. The last chapter is conclusion and suggestion. In the conclusion part, the researcher gives a summary of some points that have been explained in the previous chapter. The next section is suggestion. In this part, the researcher gives suggestions and also recommendation for English teachers, students/learners, and also for the further research.