

# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms, and organization of the study.

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

English is now important as it is one of international languages. Therefore, learning English nowadays has become a primary need in order to communicate using English fluently. In Indonesia, although English is still considered as a foreign language, it has been taught in many schools and levels.

The teachers need to help their students develop their English skills during the teaching learning process. There are four English basic skills which the teachers should concern. They are listening, speaking, reading, and writing. Those four skills are supported by three language components that need also to be learnt. They are pronunciation, vocabulary, and grammar. If the students can be masters in all skills included the language components, they will become a successful learner.

One of language components considered essential is vocabulary. Vocabulary is essential for reaching a successful communication. Moreover, vocabulary as one of language skill components plays an important role since learning vocabulary actually cannot be separated from learning other language skills: listening, speaking, reading, and writing. Renandya and Richards as quoted by Mirjalili, Jabbari, and Rezai (2012, p. 214) say “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.”

As what Alouyef (2005, p. 144) argues, reading is an “interactive” process occurring between a reader and a text which leads to the reading fluency. It is important for the readers to know the meaning of the vocabularies in the text in order to understand what the text is about. For that reason, having rich vocabulary really gives many advantages in developing a reading skill.

There are several factors which can influence reading such as illegibility, unfamiliar words, lack of background knowledge, difficult concepts, complex syntax, nominalization, polysemy, complex naoun groups, advanced cohesion, and poor writing (Shoebottom, n.d). In addition, physical cause, educational cause, and physiological cause can also influence reading (Howards, 1980). Even though there are many

factors influencing learners' reading ability, vocabulary is still believed to be able to support the readers' ability in reading. It is in a line with what Mehrpour, Razmjoo, and Kian (2011, p. 105) point out that vocabulary score results are a good component for predicting the performance of reading tasks. Vocabulary mastery leads the learners to have a good vocabulary bank which really can give positive effect to learners in understanding what they read. The more vocabulary they know, the better their reading ability.

This kind of study has been done in 1997 by Susiani. In her thesis, she conducted this study in SMAK Stella Maris Surabaya. As the writer is also interested in finding more about the relationship between reading and vocabulary, the writer is going to conduct this study. This study is different from Susiani's study. The vocabulary was composed by Paul Nation and David Beglar. On the other hand, the reading tests used in this study were designed by the writer herself. It was conducted in St. Hendrikus Catholic Senior High School where this kind of study has never been done before. Therefore, the writer makes this study entitled "The Correlation between Vocabulary Achievement and Reading Achievement of the First Graders of Senior High School".

## **1.2 Statement of the Problem**

From the background of the study above, the writer states the following questions:

- Is there a correlation between vocabulary achievement and reading achievement of the first graders of senior high school?
- If there is a correlation between vocabulary achievement and reading achievement of the first graders of senior high school, is the correlation between vocabulary achievement and reading achievement of the first graders of senior high school positive or negative?

## **1.3 The Objective of the Study**

Referring to the statement of the problem above, the objectives of the study are to find out if there is a correlation between vocabulary achievement and reading achievement of the first graders of senior high school and if there is a correlation then, to find out whether the correlation between vocabulary achievement and reading achievement of the first graders of senior high school is positive or negative.

## **1.4 Theoretical Framework**

According to Renandya and Richards as quoted by Mirjalili, Jabbari, and Rezai (2012, p. 214), “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write.” In order to learn speaking, listening, reading, and writing well, it is very important to have a good vocabulary skill. Having a good vocabulary skill really brings a good effect in mastering English language skill.

According to Rubin as quoted by Arifuddin and Eny (2010, p. 29), “Reading is the bringing and the getting of meaning from the printed page”. In the reading process, the readers are trying to understand what the text tells about and get the information from the text. Therefore, Alouyef (2005, p.144) states that reading can be said as an “interactive” process occurring between a reader and a text which directs to the reading fluency.

## **1.5 Hypotheses**

This study is conducted to prove the alternative hypotheses which say that “There is a correlation between vocabulary achievement and reading achievement of the first graders of senior high school” and “The correlation between vocabulary achievement and reading achievement of

the first graders of senior high school is positive.” Besides those alternative hypotheses, this study has the null hypotheses which say that “There is no correlation between vocabulary achievement and reading achievement of the first graders of senior high school” and “The correlation between vocabulary achievement and reading achievement of the first graders of senior high school is negative.”

### **1.6 The Significance of the Study**

This study is expected to give benefits for English teachers and other researchers. The teachers will be aware that students need to learn vocabulary together with reading. Therefore, the teachers can include the vocabulary teaching during the teaching reading process.

Also, this study can be beneficial for the other researchers who want to conduct other relevant studies. They can use this study as their reference. This study can support other relevant studies and they can learn from the good things done in this study.

### **1.7 Assumption**

This study conducted to find the correlation between two variables. They are vocabulary achievement and reading achievement.

Therefore, the assumption for this study is that vocabulary and reading can be correlated.

### **1.8 Limitation and Scope**

The writer limits this study only for the first grade senior high school students. The writer chose St. Hendrikus Catholic Senior High School because the accreditation of this school is A and it is one of the best National Plus schools in Surabaya. The writer also decides to get the data for vocabulary achievement and reading achievement in the form of students' test score.

### **1.9 Definition of Key Terms**

Some terms in this study need to be defined in order to avoid misunderstanding. They are vocabulary, reading, achievement, correlation.

Vocabulary is defined as the group of words which are known by individual (Linse, 2006).

Reading can be noticed as an “interactive” process occurring between a reader and a text which leads to the reading fluency (Alouyseh, 2005).

Achievement is the levels of students' ability (Goldenberg and Coleman, 2010).

Correlation is expressed as implying a certain cause-effect relationship (Goldenberg and Coleman, 2010).

### **1.10 Organization of the Study**

This thesis consists of five chapters. Chapter I of this study is the introduction. It is the starting point of this study. It contains of background of the study, statement of the problem, the objective of the study, theoretical framework, hypothesis, the significance of the study, assumption, limitation and scope, definition of key terms, and organization of the study. Chapter II is review of related literature. It contains of a review of literature and review of related study used in this study. It presents all of the theories used to support this study. Chapter III is research methodology. It reviews about research design, population and sample/subject, instruments, the procedure of data collection, and the techniques of data analysis. It explains how the writer conducts this study. Chapter IV is data analysis. It contains of the analysis of the data and findings related to the research question. Chapter V is conclusion. As the last chapter of the study, Chapter V presents a summary or conclusion, and recommendations for future research.