

I. INTRODUCTION

This chapter introduces the topic of the research that will be explained its covers background, research questions, objectives, uses, scope, and definition of terms.

1.1. Background

Reading is one of the language skills and a very important skill for those who are studying in schools or colleges. The aim of reading is to get the knowledge and information about the problems faced by the people or something they have not known before. For instance, someone who wants to know the biography of RA.Kartini; her date of birth, where she comes from, how she can struggle to make women's emancipation and so on. To gain the answer, one of many ways he/she can do by reading the books or articles that answer the questions.

Reading is seen as an essentially active activity since one of the objectives of reading teaching-learning process for the second grade of Senior High School ask the students to be able to construct and comprehend meaning of the text. Basically, it is the same as comprehension of reading text. All students are expected to be able to understand the main idea of the text, factual information, stated and unstated information in the text as well as the vocabulary in the text.

Reading is the process of constructing meaning from written texts and reading comprehension is the heart and goal of reading, since the purpose of all reading is to gather meaning from the printed page. Most educators agree that the major purpose of reading should be the construction of meaning comprehending and actively responding to what is read. Therefore, if a student says words in a passage without understanding their meaning, one will hesitate to call that reading.

Relating to the aim of reading, Willis (2008) states that by reading, someone can find the information he/she needs with the specific information. Reading help the reader get what they want to know. In addition, by reading we are learning much about the meaning of culture, practice and forms of culture. Then, we are passing along the bridge toward a new knowledge, life, and livelihood. It is supported Amal's (1995) opinion that reading also a way to self-civilization. In short, reading is important for the people to develop themselves and make their future much better. In the curriculum 1994, it is stated that out of the four skills, listening, speaking, reading and writing. The main emphasis is on reading skills, because it is believed that the acquisition of reading in a second or foreign language is the main priority (Department of Education, *Curriculum 1994*, GBPP High School).

In fact, reading a book, an article, or passage in English for some students is (sometimes) not an easy work. It relates to some factors, one of them is their lack of vocabulary. As we know, vocabulary is very important to support the development of the four skills of the language. Tarigan (1986) states that the quality of one's language depends upon the quantity of his or her knowledge of vocabulary, the richer one's vocabulary is the more one master a language. Also, Wolter

(2002) examines the relationship between language proficiency and word associations and concluded that, the result being statically significant thought not totally convincing, there is still a relationship between these two. Without appropriate vocabulary, someone may get difficulties in using the language skills of reading, listening, speaking and writing.

Ko (2012) states that learners need to know the surrounding words well in order to guess word correctly. Research suggests that to achieve accurate contextual guessing, learners need at least 3,000 word families, and 5,000 to 10,000 word families for university-level texts (Coady, 1997; Huckin & Coady, 1999).

Another important factor is the knowledge of grammar. Grammar in Indonesian school is sometimes replaced by the term of structure. The knowledge of grammar is important in mastering a language because grammar intersects and overlaps with the four language skills. The lack of knowledge of grammar will cause in the grammatically incorrect sentences which can lead to misunderstanding of what one is saying or writing. Furthermore, knowledge of grammar is important in comprehension because complexity of grammar can cause difficulty. A simple sentence is easier to understand than a complex sentence. If there are more complex sentence than simple sentence, the complexity of the text in term of grammar is high. Baldwin (1985) states that reading a text is an interactive process of the grammar competence owned by the reader. It is also to say that grammar gives high contribution to students' reading comprehension as well.

Based on the researcher's experience when conducting PPL, it was found that the students got some problems of the students. She asked the students to read a text

and told her friends what the content of the text, and then she found some students could not understand the idea of the texts well when they read. They just read a text without getting some information; they found difficulty in guessing some information in a text. The researcher assumed it so because as the students of the senior high school need a total number of words but they have not mastered a number of words yet. The other problems, some of the students could not differentiate when they used the grammar in the text. It made them difficult in order to gain the main idea of that text.

Regarding to the explanation above, it is reasonable because reading comprehension is naturally different skill to achieve, because of some crucial factors such as grammar, vocabulary, reading interest, etc. Therefore, in this research the researcher interests in investigating the possible correlation between students' vocabulary and grammar mastery in their reading comprehension.

1.2.Research Question

Based on the explanation of the background above, the researcher formulates the problem as follows:

1. Is there any correlation between students' vocabulary mastery and their achievement in reading comprehension?
2. Is there any correlation between students' grammar mastery and their achievement in reading comprehension?
3. Do vocabulary and grammar mastery simultaneously correlate with student's achievement in reading comprehension?

1.3.Objectives

Related to the background and the problem, the researcher states that the objectives of the research are in the following:

1. To find out whether there is a correlation between students' vocabulary mastery and their achievement in reading comprehension.
2. To find out whether there is a correlation between students' grammar mastery and their achievement in reading comprehension.
3. To find out whether vocabulary and grammar mastery simultaneously correlate with students' achievement in reading comprehension.

1.4.Uses

The researcher hopes that this research can be used theoretically and practically.

Especially as follows:

- a. Theoretically
 - Support the previous theories related to the research on teaching vocabulary, grammar, and reading comprehension.
- b. Practically
 - As an information for English teacher that the students' comprehension in reading is influenced by their vocabulary and grammar mastery.
 - As an information for other researcher who are interested in the research related to vocabulary, grammar, and reading comprehension.

1.5.Scope

The research focused on seeing the correlation between student's vocabulary and

grammar mastery in their reading comprehension. The students' vocabulary mastery was tested by using some questions in order to know the students' achievement. The vocabulary was focused on content words, which is tested in form of multiple choices. Those were noun, verb, adjective, and adverb, because these words are frequently used by the students to communicate when the students learn language. Also, the vocabulary and grammar mastery test were used in the report text related to the reading comprehension test in this research. Besides that, the researcher gave the test of reading comprehension to know students' achievement in reading comprehension. The content of reading comprehension test was focused on report text which takes form some articles in newspaper, The Jakarta Post. This text was used because reading of report text give benefits for the students in achieving goals and surviving in everyday life. It was conducted at SMAN 1 Tumijajar of the second grade of MIA.

So, in order to get the data, the researcher did not teach the students, but to get the data by carried out the test in the variables previously mentioned.

1.6.Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of terms related to the research. These are some terms which are related to the research:

- a. Reading is the act to understand graphic symbol in order to get an information from the text which done by the students.
- b. Reading comprehension is the level of students' comprehension to understand what they have to read from the text.

- c. Vocabulary is a list of word that included in part of speech which has meaning when it is used to construct a sentence to express human ideas in order to be understood by other people.
- d. Vocabulary mastery is a number of vocabulary (words) in a language which contains information about its meaning, form, and usage in context of students' communication.
- e. Grammar is the rules for combining the word into the sentence so that the meaning will be understood.
- f. Grammar mastery is the way to express the language like the native-speaker in target language.
- g. Achievement is a score which gotten by the students after doing both the test.

These are the explanation about background, research questions, objectives, uses, scope, and definition of terms. The explanation used as the main problem why the researcher conducts the research.