

I. INTRODUCTION

This chapter concerns with the problem of this research. It consists of background of the problems, identification of the problems, limitation of the problems, formulation of the research questions, objectives of the research, and uses that are used in this research.

1.1 Background of the Problems

Reading is one of the basic skills of language and it is no doubt a means of gaining knowledge and information. In the process of reading, people receive information through the eyes, discriminate letter shape, associate the letter with language and associate the text with meaning. Nowadays, most of information is presented in written language such as manual book, newspaper, magazine, internet, and so on. So, reading is one of the important skills in learning English Especially for students. They need to read English materials for their English subject. In high school, reading competence becomes even more important because students are more active to gain written information. Reading comprehension is generally defined as understanding of a text written proved by the competence to correctly choose the right answer of the question asked from the text. High school students have to master reading comprehension in order that they can get a good score in English subject.

However, based on the interview with the English teacher of SMAN 5 Bandar Lampung, the students have difficulties in reading. First, the teacher said that the students still had many problems to comprehend teacher's instructions during teaching learning process, therefore the condition of the classroom was passive and there were only some students who took part actively in the learning process. Second, when the teacher gave a reading text to the students, they were not able to answer the questions because they did not understand the text. The students had difficulties in guessing difficult words. This can be seen by the fact that the students do not know the meaning of the difficult words found in a reading text. Consequently, students just read a text without getting some information; they found difficulty in guessing some information in a text. The researcher assumed so because the students had a lack of vocabulary. It makes the students difficult to guess the meaning from the texts.

The results of the interview show that there are 70 % of the students who do not understand what they have read because of their lack of vocabulary mastery. Interest is a motivational variable that involves not only the emotions but also the intelligence, making it a powerful energizer indeed. Furthermore, the students have no interest when they want to begin reading activity in class. The result of the interview with student shows that students have no interest. For example, 7 out of 10 students prefer reading Indonesian books to English books. They seldom read English books because there are a lot of difficult words that they found in English books. Furthermore, based on the interview it was found out that 80 % of students were not interested in the topic of reading texts. They said that topics of reading text from the teacher were too often used. The problems above might be

cause by several problems, and one of which is students' lack of vocabulary mastery. Accordingly, understanding students' reading interest in reading English materials and the factors that lead to having high or low reading interest may assist teachers to address students' reading needs more effectively and thus to raise their attainment towards reading. The importance of identifying students' reading interest towards reading in a second language can influence students' reading achievement in English classes.

Then, when the researcher asked them the main ideas of the text, no one could raise their hands they only kept quiet in the class. When the researcher asked them why they did that, some of them answered that they actually knew the answer but they were not brave of delivery the answer. After that, some of students also said that they did not enjoy English class, especially in reading activity because the teacher did not use a good technique in teaching so students get bored. Consequently, the students become lazy in comprehending a reading text because they get bored by explanation of their teacher.

Reading interest is really important because the student's reading comprehension might not be activated if they do not have motivation to learn English through reading. Students who have strong interest might take a part in reading. They might practice to read then often train themselves to make sense of the idea of the text in which it might lead to their better reading comprehension.

Furthermore, in reading, vocabulary also plays an important role, the students cannot catch the ideas from the text without mastering a large number of vocabularies. The competence to understand the target language greatly depends on one's knowledge of vocabulary. However, vocabulary and reading are two

things that cannot be separated from one another. When learning to read students need vocabulary to understand the idea and when learning English vocabulary, the students need a lot of practice of reading, because reading is an active way in learning vocabulary. So, if the students know a lot of vocabulary, it will be easier for students to comprehend the written English text.

It is a must for senior high school students to have reading competence because they need to be able to do their reading assignments, reading tests, and others reading activities. Since the researcher assumes that students' interest in reading and vocabulary mastery greatly effect students' reading comprehension, so, if students want to be good in their reading comprehension, they must have good enthusiasm and a lot of vocabularies.

Based on the statements above, the researcher was interested in investigating the correlation between students' reading interest, students' vocabulary mastery on their reading competence. In this study, the writer decides to design a problem to be researched with the title: Correlation between Students' Reading Interest and Students' Vocabulary Mastery on their Reading Comprehension of the second grade students of SMAN 5 Bandar Lampung.

1.2 Identification of the Problems

Based on the background above and according to the interview with the English teacher of SMAN 5 Bandar Lampung, the researcher would like to identify the problems as follows:

1. The condition of the classroom is passive and there are only some students who took part actively in the reading activity.

2. Students do not understand the ideas conveyed in texts.
3. Students have difficulties in guessing difficult words.
4. Vocabulary mastery of student hasn't reached maximum level.
5. The students' reading competence is low.
6. Students do not have interest when they want to begin reading activity in class.
7. Students are not interested in the topic of reading texts.
8. Students are unable to identify the main idea of the passage with very long sentences.
9. The technique the teacher uses may not be appropriate with the students.
10. Some students tend to be lazy in comprehending a reading text.

1.3 Limitation of the Problems

In line with identification of problems, the researcher limits the problems into, students':

1. Reading Interest
2. Vocabulary Mastery
3. Reading Comprehension

1.4 Formulation of the Research Questions

Related to the limitation of the problems stated before, the research questions formulated:

1. Is there any effect of students' reading interest on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year?
2. Is there any effect of students' vocabulary mastery on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year?
3. Is there any effect of students' reading interest and students' vocabulary mastery on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year?

1.5 Objectives of the Research

In line with formulation of research questions, the objectives of this research are as follows:

1. To investigate whether there is an effect of students' reading interest on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year.
2. To investigate whether there is an effect of students' vocabulary mastery on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year.
3. To investigate whether there is an effect of students' reading interest and students' vocabulary mastery on their reading comprehension of the second grade at SMA Negeri 5 Bandar Lampung in the 2014/2015 academic year.

1.6 Uses

The findings of this research might be beneficial both theoretically and practically.

1. Theoretically, the result may be used to support the existing theory on the teaching of English as a Foreign Language.
2. Practically, the findings of this study are expected to give some advantages for the students, the teacher, the researcher and other researchers.
 - 1) For the students, by learning reading comprehension, the students can take some information to identify their problems in mastering vocabulary and their reading competence and also increase their reading interest. Furthermore, they can increase their competence in vocabulary and reading comprehension.
 - 2) For the teacher, as a contribution to English teachers concerning how to improve their quality of teaching and learning process (reading activity) and give the solution to overcome the problems in their learning reading comprehension too, so that the objectives of the English teaching program (especially reading goals) can be achieved.
 - 3) For the researcher, by doing this research the writer hopes that she may study and get more information to identify the problems in mastering reading interest, vocabulary and reading comprehension. Beside that the writer may get new experience and knowledge for the future of her life.

That is the introduction of this research. In this chapter, several points have been discussed consisting of the background of the problems, identification of the problems, limitation of the problems, research questions, objectives of the research, and uses. Then the next chapter deals with the theoretical background of this research.