

## **I. INTRODUCTION**

This chapter discusses introduction of the research used in this study. That are, background, formulation of the problems, objectives of the research, uses of the research, scope of the research and definition of terms.

### **1.1 Background of The Problem**

Teaching English as a foreign language in Indonesia, in accordance to SMA 2006 English curriculum, requires students to achieve working knowledge of target language. It also means that the learners can accordingly use the language in daily needs or also for their needs to study.

Basically, there are four language skill to be mastered, they are: listening, speaking, reading and writing skills. Specifically, reading in SMA English curriculum has important role, because it will be important for the students to continue to the Tertiary Educational Institution. Reading forces the reader's brain cells to work on a regular basis to keep the development of the reader. Moreover, by reading someone may get wider information, for example someone who reads a newspaper will get more information than someone who watches news on television.

Ordinarily, readers can read the text again when he forgets or tries to get detail information, while listener cannot. This is so as supported by Willis (2008) who states that by reading, someone can find the specific information he needs specific information. In the case of helping the students to understand the text without understanding all the vocabulary items available in the text is by finding key words. It is in line with Lehr and Osborn (2001) who assest that to understand a text, we need to find the key words of the text. By doing so, students can cover their vocabulary weaknesses since key words functions as the core of whole message conveyed in the text (Roehrig and Guo, 2011). Liu and Nation (1985) have conducted study about the success of guessing meanings of a text. The results show that the participants who have high reading proficiency level could successfully guess of the unknown words, and the participants who have low reading proficiency level found some difficulties in understanding words.

In fact, during pre-observation it was found that still could not achieve sufficient reading skills. Vocabulary mastery in most cases can help students to learn other language skills, e.g., listening, speaking, reading and writing skills. This stands to reason for vocabulary mastery is used to know the meaning of the text. To get the meaning of the text and to read easily, the students should know the structure and vocabulary items. In learning vocabulary, it does not mean that the learners only memorize an amount of the words.

Vocabulary is one of the aspects in English language that should be mastered by the students in learning English. Mastering vocabulary requires the students to comprehend the text. Of course, lack of vocabulary in learning English will cause

difficulties in comprehending the text. The English teachers should have the effective technique in teaching English for example silent way.

On the other hands, some of students feel that learning English is a burden, the researcher know this problem by the experience and what students feel.. They are not able to acquire reading comprehension. In other word, the find crucial of difficulty in some aspects of reading comprehension for examples identify specific information, finding reference, inference and understanding vocabulary. In teaching and learning English, the teacher should facilitate students to use or communicate in English. Moreover, the students could not achieve the results of reading comprehension.

So, the students can have the knowledge of English language and use English language for communication and to face the problems in many aspects such as technology, economy, social and education. Teaching English as a foreign language should be conducted properly by English language teacher.

## **1.2 Identification of problem**

Referring to the background of problem above, this study intends to identify the problems in SMA N 1 Sidomulyo that may cause serious difficulties in learning reading comprehension, they are cited as follows:

1. Vocabulary mastery of students is still not sufficient.
2. The students' reading comprehension score is fairly low.
3. Students have low motivation to read the text, because it is difficult to understand uncommon words.

4. Students cannot have maximal score in reading class because their vocabulary mastery is limited.
5. Students are not enthusiastic with the teaching learning especially in reading class..

### **1.3 Limitation of The Problems**

There are possibility students' problems that make vocabulary mastery is not sufficient. First, because students the meaning of uncommon word that they found, second possibility students are lazy to read the text and it made students reading ability decreased. Third possibility was students had no motivation from himself and other near people in life. Motivation is important to build students' self confidence in learning activity especially in reading comprehension. Fourth possibility was the effect of all is students got bad score in vocabulary and reading. Fifth possibility was students felt bored in reading class, students felt reading class was not funny and it made students lazy to follow the class.

### **1.4 Formulation of the research Questions**

The question in this research is:

1. Is there any correlation between vocabulary mastery and their reading comprehension ability in micro skills at SMA N 1 Sidomulyo ?
2. To know how the correlation between each aspects of vocabulary mastery toward reading comprehension at SMA N 1 Sidomulyo.

### **1.5 Objectives of the research**

In relation to the research problem above, the objective of this research is to investigate whether there is positive or negative correlation between students' vocabulary mastery and students' reading comprehension.

### **1.6 Uses of the research**

The uses of this research might be beneficial both in terms of:

1. Theoretically

The result of this research is by mastering the vocabulary, that students' vocabulary can grow to maximum level and students' reading comprehension also develop.

2. Practically, this study can be used as:

- a. Information for student, to improve their vocabulary mastery correlated to reading comprehension.
- b. The result of this research can be used as reference for teacher of English language to develop students' active and passive vocabulary as a important part in English language learning.

### **1.7 Scope of the research**

This research focuses on the correlation between vocabulary mastery and reading comprehension. The researcher chose second grade of SMA N 1 Sidomulyo in 2015/2016 academic year as the population and took only 1 class consisted 30 students as the sample, and there has been no research on this study at the school the other reason is to know the correlation between each aspect of vocabulary

mastery toward reading comprehension. This study used some test to collect the data, that is vocabulary test and reading comprehension test. The vocabulary test deals with the contents word (verb, noun, adjective and adverb). Reading comprehension test concerns with determining idea, finding specific information, finding reference, finding inference and understanding vocabulary.

### **1.8 Definition of Terms**

In order to know of term in this study and definitions of conceptual word presented in order to have similar perception.

1. Vocabulary is refer to parts of speech in English including nouns, verbs, adverbs, and adjectives.
2. Reading comprehension is the ability to read text, process it and understand its meaning. An individual's ability to comprehend text is influenced by their traits and skills, one of which is the ability to make inferences.
3. Micro skill is specific part of reading, the use of this are recognizing a core of words, and interpreting order patterns and their significance information, recognize grammatical word classes (nouns, verbs, etc.), finding inference, and reference.
4. Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variable increases as the other decreases.