

I. INTRODUCTION

This chapter discusses the introduction of the research which deals with the following points: background of study, identification of problems, limitation of the problems, formulation of the problems, objectives of the research, the uses of the research, scope of the research, and definition of terms.

1.1. Background of Study

As one of the basic skills of language, reading is no doubt a means of gaining knowledge and information. In the process of reading, people receive information through the eyes, discriminate letter shapes, associate the letter with language and associate the text with meaning. Most of information is presented in written language such as manual book, newspaper, magazine, internet and so on. Although there are many televisions that ease human to receive the information, they do not provide more practices for our brain. By reading we can develop our creativity, critical thinking, and even writing skill. People have to imagine the characters what they read in novel, and they can have opinion on someone's writing in newspaper or magazine. Reading can also develop students' spelling and vocabulary. Because, spelling and vocabulary are an important consideration in reading comprehension. The concepts about sound patterns that students learn

in the early years through invented spelling and direct spelling instruction help them to decode new words in their reading. The use vocabulary correctly also can help students working easier and more rewarding.

To master reading people must learn about grammar and vocabulary, how they put into a sentence and use it to express their thought and feeling. To understand the nature of language learner must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. Grammar and vocabulary has important role in learning English, so it also has a big influence to reading comprehension ability. Students who want to get a text message have to know about how the text is form or they will not able to have a complete understanding about what the writer was mean.

An adequate reading ability is very important in our society as English is considered the first priority in school. The existence of text books that uses in school refers to standard and basic competence in syllabus of. The students have to comprehend the meaning of short functional text and simple essays in daily life contexts and accessing knowledge in order to make the students able to perform in reading. Text books and learning activities which are usually in English makes it necessary for students that they should have proper command of English. If they can overcome the problems of reading then they are able to understand the written material either in text books or in magazine, such as they can understand and enrich their vocabulary and they learn the strategies to understand the text .

Based on Yunita's research finding in SMKN 3 Bandar Lampung, SMK students still had low ability in reading comprehension (Yunita, 1999). According to the curriculum 2004, the students' score in reading comprehension should reach the KKM is 65, but the fact shows that the students can only reach the score around 55-60.

Study done by Widiono (2007) at SMAN 1 Natar indicated the same problems. He found that students had difficulty in comprehending reading text. Some aspects that caused the students had difficulty in comprehending the text which he found in his research were: students' lack of vocabulary and grammar, students' interest in the reading text, teachers' ability in guiding and managing their class and inappropriate reading strategy.

Based the description above, these problems commonly happen in every student, because their ability in reading skill is very low. The way the learners use their reading skills significantly determine how they can achieve the objectives. It implies that if the learners have good reading skills, they be able to comprehend reading text well. There are factors that are probably play important role to improve the students' reading skill are grammar and vocabulary mastery. Beside such basic skill, the student has to master some vocabulary and know the grammar as well as possible to determine the type of the text.

Vocabulary and reading are two things that cannot be separated from another. When learning reading, students need vocabulary to help them understand the

idea, and when learning vocabulary, students need a lot of practice of reading, because reading is the active way in learning vocabulary. So if the students know a lot of vocabulary, they can comprehend the written text with ease. On the other side grammar also the important things in reading. Because it is important to students to understand the meaning of the text that they read. If students' grammar mastery is good so they can read and comprehend the text correctly.

Grammar and vocabulary skill have consistently produced a strong correlation to reading ability. For vocabulary it is widely accepted that the 2.000 most frequent vocabulary items are crucial for basic reading as they cover approximately 80 % of the words in a text in general (Cobb, 2007). Vocabulary learning through reading entails an array of boot strapping process of noticing on unfamiliar word, recognizing the need to discover the meaning of the word, inferring the meaning from context with the aid of linguistic and non linguistic cues, and integrating the new lexical item into one's developing vocabulary knowledge, which all necessitate a certain level of surplus attentional resources. Meanwhile, how grammar has correlation in reading ability, it can be found in several research, for example Kuhn and Sthal's (2003) review the roles of words, dissect sentences into meaningful chunks and recognize the syntactic structure of a sentence seem to contribute to the construction of meaning from the text.

From the explanation above, to comprehend reading text students need vocabulary and grammar mastery. Because grammar and vocabulary mastery becomes the important things for students in order to get successful in reading.

1.2 Identification of the Problems

Based on the background above, the following problems can be identified:

1. Students' lack of vocabulary
2. Students' lack of grammar
3. Students are still poor in finding out the main idea, supporting ideas and details in a reading text .
4. Students do not have any strategic way in answering the question based on the genre of the text.
5. Students' lack of good self confidence and understanding in learning English.

1.3 Limitation of the Problems

Based on the identification of the problem above, the focus of the research is limited on students' mastery of grammar and vocabulary and their reading ability. So the writer wants to determine students' grammar and vocabulary mastery whether they correlates with their reading ability.

1.4 Formulation of the Problems

Based on the limitation of the problems above, the writer formulates the research problems as follows :

1. Is there any correlation between students' grammar mastery and their reading ability?
2. Is there any correlation between students' vocabulary mastery and their reading ability?

3. Is there any shared correlation between students' grammar and vocabulary mastery and their reading ability?

1.5 Objectives of the Research

Based on the formulation of the problem above, the objectives of the research are to investigate whether:

1. There is correlation between students' grammar mastery and reading ability at SMAN 1 Bandar Lampung.
2. There is correlation between students' vocabulary mastery and their reading ability at SMAN 1 Bandar Lampung.
3. There is shared correlation between students' grammar mastery and vocabulary mastery and their reading ability at SMAN 1 Bandar Lampung.

1.6 Uses of the Research

The results of this research may have the following uses :

1. Theoretically, the results of this research are expected to verify the theories which indicate that there is correlation between students' grammar and vocabulary mastery and their reading ability at SMAN 1 Bandar Lampung.
2. Practically, the results of this research hopefully can be used as a contribution for an English teacher to be aware, if there is a correlation between students' grammar and vocabulary mastery and their reading ability at SMA N 1 Bandar Lampung.

1.7 Scope of the Research

The research focuses on the students' reading ability. This research is quantitative that is to find out the correlation between students' grammar and vocabulary mastery and their reading ability at the first grade of SMAN 1 Bandar Lampung. The writer gives three kinds of test to student, they are grammar test, vocabulary test, and reading comprehension test in order to gain the data from students. The grammar items are focused on identifying adjective clauses, identifying verb, and identifying adverb connectors. Vocabulary test items are focused on verb, noun, adjective, adverb, and prepositional phrase. The reading comprehension items focuses on determining main idea, identifying specific information, inference, reference, and vocabulary.

1.8 Definition of Terms

1. *Reading* comprehension is understanding a text that is read, or the process of “constructing meaning” from a text, covering main ideas, finding reference, finding inference, understanding vocabulary.
2. *Vocabulary* is the number of words that should be mastered by the students in learning English as a foreign language. It deals with knowing the meaning, form and use of the words. Here vocabulary covers, noun, verb, adjective, adverb, prepositional phrase.
3. *Grammar* is the rules that show how words are combined, arranged, or changed to show certain kinds of meaning.
4. *Ability* is possession of the qualities (especially mental qualities) required to do something or get something done.

5. *Mastery* is knowledge and skill that allows you to do, use, or understand something very well.