

I. INTRODUCTION

This chapter discusses background of the problem, identification of the problems, limitation of the problems, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of Problem

Language is a crucial means for human communication. It is used to interact with other people and it is also used to express emotion, feeling, and opinion by the people. English is one of the foreign languages which is spoken by the people all over the world. There are four language skills that should be method, namely listening, speaking, reading, and writing.

Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write. A good vocabulary and ability to use words correctly and effectively can help the students make school work easier and more rewarding, and also many tests that they take in school include vocabulary questions. The more vocabularies they know the better their chance to do well on an English test.

Mastering vocabulary is the ability to get or to receive a lot of words. By vocabulary, people will know the meaning of vocabulary in the context. Measuring vocabulary helps to avoid making mistakes in understanding of text. In addition, the student learn English reading text are still lack of vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

According to Nation (1983), vocabulary knowledge can be used to be an important indicator to predict learner` overall reading ability, the result of which may reveal that the increasing of lexical familiarity could improve one`s reading performance such a statement revealed that weak of vocabulary may handicap one`s reading comprehension.

Moreover, Wainwright (2006 :33) states that vocabulary is the important factor in reading. He also says that the larger vocabulary one master, the easier it is to make the scene of text. Without vocabulary, it is difficult for students to obtain any kind of news and information that stated in any printed material. By having the number of vocabulary, this kind of difficulty can be solved.

Reading plays an important role in teaching and learning process. Through reading people acquire new ideas, obtain information, seek support for their ideas and broaden their interest. They can also get message that the writer will express.

In 2006, School Based Curriculum (KTSP), the objective of reading skill teaching process for Junior high school students is to enable students to construct meaning

from text. Basically it is the same as comprehension of reading text, All the students are expected to be able to comprehend a reading text.

Based on my experience when having teaching training process (PPL) at grade eleven of SMA Muhammadiyah 1 Purbolinggo Lampung Timur in 2012, It was found that most of students did not have good achievement in reading. Their average score was only 64. It is below from the minimum standard to pass (KKM). The minimum standard to pass (KKM) is 73. Generally, the students had difficulty in comprehending English reading text. The students had difficulty to find the main idea of the passage with long sentences, main topics, supporting details, explicit and implicit specific information, students also had difficulties in making inferences and also drawing conclusion in the reading text. In the other words, their reading comprehension ability is poor. The poor ability mainly arises because the students lack of vocabulary.

Dallman (1982 : 23) says that reading is more than knowing what each letter of alphabet stands for reading involves more than words recognition that comprehension is an essential of reading that is without comprehension no reading takes place. In other words, comprehension is stressed and must be the true and final goal of all instruction in reading.

One may have difficulties to comprehend the passage because the ability in reading skill is very low. There are many factors that might influence the students` problem in reading, it can be from internal factors and external factor. From

internal factors are motivation, interest, aptitude, and etc. While from external factors are teaching and learning strategy which is used by the teacher, the sources of English book in the school library is limited, curriculum and environment surround the students. There are some factors that probably play important roles in building the students' reading skill such as reading sub skill in vocabulary.

However, vocabulary and reading are two things that cannot be separated to one another. When learning reading students need vocabulary to understand the idea and when learning english 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 will be easy to comprehend written english text.

Moreover vocabulary is one of important component in teaching learning language to support the english language skill. With a limited vocabulary anyone will also have a limited understanding in terms of speaking , reading, listening, and writing. It is true that it may be impossible to learn a language without vocabulary.

Based on the description of vocabulary and reading above, it shows that vocabulary becomes the important component in language teaching and learning for the students in order to get succesful in reading. To get empirical data about it the writer will organize the test result to prove the influence of the students' vocabulary and students' reading comprehension, especially in narrative text achievement. By getting the grade , the writer will try to find an answer that how

students` vocabulary influence their reading on narrative text achievement. For those reason the researcher will focus the research on the correlation between students` vocabulary mastery toward their reading comprehension of narrative text.

1.2 Identification of the problems

Based on the backround of the problems above the following problems are identified as follows :

1. The students lack of vocabulary to learn English
2. The students get difficulties in comprehending the reading in narrative text. They get difficultied in getting information from the text, finding the details, the answer to the quenstions based on the text. The result shows the students got difficulties in retelling or in transferring the information from the text
3. The students have no good self confidence in learning English. So it is difficult for them learn English well because they regard that English is difficult to be learnt well.
4. The students rarely read anything outside school hours.
5. The students` scores did not achieve the target of KKM

1.3 Limitation of the problem

In line with identification of the problems above, the research is focused on the issue of the correlation between students` vocabulary mastery and students` reading comprehension of narrative text..

1.4 Formulation of the Problems

In line with backround of the study described in previous pages, the researcer formulates the problem as follow :

Is there any correlation between junior high school students` vocabulary mastery and their reading comprehension of narrative text .

1.5 Objectives of the Research

In relation to the formulation of the problems above, the objectives of this research are :

1. To investigate whether there is positive correlation between students` vocabulary mastery and their reading comprehension of narrative text.

Uses of the Research

The findings of the research are expected to be useful both of theoretically and practically.

1. Theoretically

- a. The finding of the research may verify the validity of the theory that vocabulary can increase the reading comprehension of narrative text and to be used as reference for further research
- b. This research can give contribution for English teacher to be aware if there is correlation between students` vocabulary depth knowledge and their achievement on reading of narrative text.

2. Practically

- a. The writer hopes that this research give information that vocabulary mastery can help teachers and students in teaching and learning to comprehend reading on narrative text.
- b. The result of this study is expected to be able to be used as a consideration whether vocabulary knowledge is correlate with narrative text. In reading a text the person`s vocabulary is good to help in enabling him/her to guess the

meaning from the content and it will influence the capacity of the reader in comprehending the passage.

1.6 Scope of the Research

The research is quantitative research. The research was conducted at the third grade students of SMP Negeri 1 Tegineneng. The research was ex post facto design. The objects of the research are the students' ability in vocabulary and their reading comprehension of narrative text. The researcher gave two kinds of test to the students, reading of narrative text comprehension and vocabulary test, in order to gain the data from the students. The vocabulary test dealt with content word (verb, noun, adjective, adverb). Reading of narrative text comprehension test concerns with determining main idea, finding specific information, finding reference, finding interference and understanding vocabulary. And the test material adapted from the book that used in the teaching learning process.

1.7 Definition of Terms

Definition is intended to avoid the ambiguity in perception of some terms used in this study. They are operationally only applied to this study. The definition is as follows :

1. Reading comprehension is an active process which involves readers, material of reading and the readers' previous knowledge in order to get meaning of the text they read (Nuttal, 1996)

2. Vocabulary Mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular Person, class, or profession.
3. Narrative text is the tell of stories from a particular point of view and can be presented by using words , images or sound and influence the reader in an imaginative experience.