

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of foreign languages that is used in Indonesia. In several school, it is also used in English classrooms for delivering the lesson or daily communication. This condition make English difficult for Indonesian students. They have limited time to practice the language. Because of a foreign language, like a native language, requires a lot of practices. In order to master a language, students should use it in everyday activities, through a real practice.

Listening, speaking, reading, and writing are the basic language skills especially in teaching English as foreign language at school, courses or other educational places which are formal or informal. But reading is considered as the most important foreign language skills.”reading is the most important single skill in study (Harry Madox : 1963 p.142). This statement is also supported by the curriculum which noted that out of the four skills, listening, speaking, reading and writing, the main emphasis is on reading skill because it is believed that the acquisition in a second language is priority.

The most of students‘ comprehension in understanding the text of usually influenced by the frequency of reading. But, the awareness of reading activity is not coming exactly. A reader must have capacity and

ability. for some readers, it is not easy to comprehend the text especially if it is written in English because to comprehend the text, a reader must have the capacities and abilities. This include cognitive capacities (e.g., attention, memory, critical analytic ability, inference and visualization ability), motivation (a purpose for reading, an interest in the content being read, and self- efficacy as the reader), and various type of knowledge vocabulary, domain and topic knowledge, linguistics and discourse knowledge (Chaterine Snow : 2002 p.13).

In Holy Qur'an surah Al-Alaq verse 1

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾

Based on the verse above the verse that Allah SWT sent to the propet Muhammad SAW to read. Reading becomes a part of life that is to read is not only vocalize the squence word in a sentence, a paragraph or a discourse, but also to absorb and infer the meaning inside those words. So that a reader can interpret every word, every sentence, paragraph and even a discourse appropriately.

Being able to read is important. The success in reading is the most necessary because it is the basic tool of education. All the subjects such as, mathematics, science, language and others depend on the ability to read.

Interest becomes one of the factors which may affect the students' reading comprehension because reading is a skill. A skill cannot only be

developed by learning but it also must be developed by extensive and continual practice. To practice an extensive reading is not an easy thing to do because a reader must have a purpose to read any kinds of text. Because of an interest is like a factor that can push or support someone to do something. In case of reading interest, someone who has an interest in reading will have a long term memory about what is being read. So that the memory or it can be said the prior knowledge will also affect the understanding of the text being read.

To understand of English short story especially Narrative text is not an easy thing to do, especially for Junior high school in Indonesia . It is because reading English as a foreign language is more complicated than reading in Indonesian as a second language. Reading in Indonesia as a second language involves at least four components of knowledge such as, knowledge of words, knowledge of language, background knowledge of the reader and the context of the reading. Whereas reading English as a foreign language, besides, engages with those four components of knowledge, it also should be incorporated with many different context such as culture and tradition. So, the researcher choosed short story because the students have problem in reading comprehend short story, specially in narrative text.

Vocabulary is the most important skills in a language. It is impossible to learn a language without vocabulary. Good mastery of vocabulary is important for anyone who learns the language skills. A

learner of a foreign language will speak fluently, write easily, and understand what he or she reads and hears if he or she has enough vocabularies and capability to use it accurately (Norber, dkk : 1997 p.40).

Consequently, the lack of vocabulary mastery may affect the students' reading comprehension. The more vocabulary students have, the easier they understand the text. By having good mastery vocabulary, in this case, students did not only know the meaning of every word but also its role in a text, therefore, their reading comprehension will be better. Moreover, in order to master vocabulary, a reader must read a lot. In other words, he or she has to read more and more in order to acquire the vocabulary (Junko Yamashita : 2002 p.82).

The first factor appeared from students' environment at school and society. The factor which happens at school may come from the teachers. The students' low reading comprehension can be caused of the teaching strategy, the methodology and the technique that is commonly used by the teachers. And The second factor was finally coming from the students' reading attitude; it is included interest, self-esteem, self-concept and self-efficacy. Attitude to reading is an important factor that is likely to influence children's regularity of independent reading, their level of involvement in class reading activities, the variety of reading topic chosen, their enjoyment of reading and possibly their reading achievement. Moreover, the students' attitude toward reading is a central factor affecting

reading performance. Therefore, it can be assumed that the more positive the attitude, the more likely student will engage in reading activities.

The last factor which may affect student's low reading comprehension of the text, it might to be classical problem. the problem in understanding the text of because they limited of vocabulary knowledge. The limited vocabulary knowledge that the students have was actually related with their frequency in reading. As the more they read the more vocabulary and new words they can encounter. But how can they encounter many vocabularies if they have no interest in reading. They read only if they are instructed by their teachers.

This study was not going to discuss the whole factors. Because of time and the chance to investigate it, this study only focused on some factors, in this case, students' reading interest and vocabulary mastery, and their reading comprehension.

This study the researcher choose the eight grade of SMPN 2 Kertak Hanyar as the respondent because the students' lack reading comprehend. So, the researcher choose of SMPN 2 Kertak Hanyar is important to find whether there is any correlation between students' reading interest of English short story, vocabulary mastery and their reading comprehension. Based on the reasons mentioned above, the writer interested to do the research entitled: "THE CORRELATION BETWEEN READING INTEREST OF ENGLISH SHORT STORY, VOCABULARY

MASTERY AND THEIR READING COMPREHENSION OF EIGHT GRADE AT SMPN 2 KERTAK HANYAR”.

B. Reseach questions

Based on the background of study above, this research conduct to answer the following questions:

1. Is there any correlation between students' reading interest of English short story and their reading comprehension ?
2. Is there any correlation between students' vocabulary mastery and their reading comprehension ?
3. Is there any correlation between students' reading interest of English short story, students' vocabulary mastery and their reading comprehension ?

C. Objectives of Study

Based on the research questions, the objective of this research are :

1. To find out the correlation between students' reading interest of English short story and their reading comprehension.
2. To find out the correlation between students' vocabulary mastery and their reading comprehension.
3. To find out correlation students' reading interest of English short story, students' vocabulary mastery and their reading comprehension.

D. Significance of Study

The significances of this research are:

1. For the researcher, to know correlation between students' reading interest of English short story, vocabulary mastery and their reading comprehension. And to make a valuable contribution to the development of learning English.
2. For the English teacher, the finding of this research hopefully can inspire to improve the students' reading skill and to increase the knowledge for teachers in evaluating the success level in English learning and can be used as a reference in determining the wisdom the determining right strategy to build reading interest, and improving vocabulary and their reading comprehension.

E. Definition of Key Term

1. Reading interest

The state of someone who has a strong desire accompanied by attempts to find the source of does reading short story.

2. Short Story

Simple story by focusing one major character, theme, and setting, and by working through a basic plot consisting of conflict, climax and resolution.

3. Vocabulary Mastery

Vocabulary is one of the component of language, vocabulary is the collection of words that individual knows. Vocabulary is all the words that a person knows or uses at helping a reader comprehend the text.

4. Reading comprehension

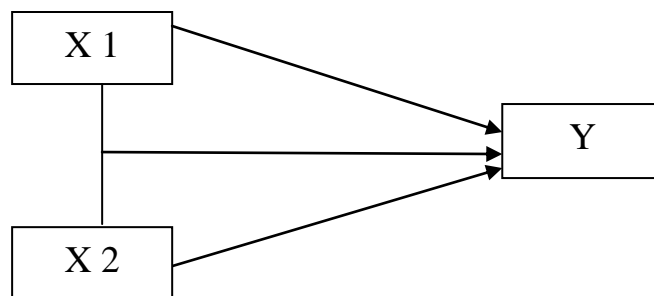
The ability of counstructing meaning of the text. The goal of all reading insrtuction is ultimately targated at helping a reader comprehend text of English short story.

F. Hypothesis

According to the explanation of theories above, the researcher states the hypotheses as follows:

- Ho : There is no correlation between students' reading interest of English short story, vocabulary mastery and their reading comprehension.
- Ha : There is a correlation between students' reading interest of English short story, vocabulary mastery and their reading comprehension.

The correlation of the theoretical model of the study can be drawn as follows :



Note :

X 1 = Students' Reading Interest of English Short Story

X 2 = Students' Vocabulary Mastery

Y = Students' Reading Comprehension