

CHAPTER I

INTRODUCTION

A. Background of Study

Language as a means communication have played an important role in human life. Language and human beings cannot be separated. Through the language, people gain a better insight into human relations. They use the language to express their ideas and thoughts. It means language is used as form of thought and feeling, will, and activity.

There are many languages used in international communication. One of the most used is English. Indonesian learns English to communicate in two forms, in spoken and written forms. English as a foreign language with this position, it does not have social function as wide as a second language. English in academic field is taught as a subject matter.

English has been taught and learned as a foreign language for years at Indonesian schools starting from kindergarten (even just introduction some English vocabularies) to junior high school, senior high school even up to university or collage.

If the students learn English; they have to master the language components, such as: phonology, grammar, vocabulary, and pronunciation to support the four skills (listening, speaking, reading, and writing). In learning English students cannot only master one skill. They have to master all of them. Vocabulary mastery plays a very important role in the process of achieving language in all levels of study as Finocchiaro (1969, cited in Weny Dewiyanti,

2010, p.1) stated that “The mastery of vocabulary can not be ignored in the development of four aspects of communication namely: understanding, listening, speaking, reading, and writing”. It means the students are not able to master the four skills in English without supported by also good ability in the language components: phonology, grammar, vocabulary, and pronunciation. In fact, all language components are important, but the most important one in language teaching is vocabulary. By having an adequate mastery of vocabulary, students can learn language easier because in every skills of language have words (vocabulary). And can be concluded that teaching English vocabulary is the bridge for the students to achieve certain goals: listening, speaking, reading, and writing.

Since the focus of the research is vocabulary, the researcher assumes that if students who are rich in vocabulary will be success in language learning. Students who have lack of vocabulary will find difficulties in the language learning process. That statement shows how important vocabulary mastery is.

According to Harimukti Kridalaksana (1993, cited in Weny Dewiyanti, 2010, p.3) stated that “Vocabulary is a component of a language that had all information about meaning and using words in language”. It means vocabulary which consists of the knowledge of meaning as the main component of a language, should be taught together with, listening, speaking reading and writing. So, ideally vocabulary should be part of reading course because one needs the mastery of vocabulary to comprehend the reading passage.

We may agree that reading is one of the important language skills, particularly in cases where students have English reading materials for their own subject. Reading gets more emphasis than the others. This emphasis is reasonable because when the students have senior high school final examination almost more than a half of the questions are about reading comprehension. And also when the students graduated of SMA are prepared to continue their study to university in which most reference books are written in English.

Pang, Muaka, Benbardt, and Kamil (2003: 6) view reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading is an active process which consists of recognition and comprehension skill.

In general, the aim of teaching reading is to develop the students' ability to read the material, get information and understand about text. The more words we read, the more ideas we will get. It can be concluded that the reading skill or reading ability is very important in the English language teaching programs in Indonesia as a main tool to get knowledge and information.

In the relationship with this research, we can acquire vocabulary through many ways, they are by listening, speaking, reading, and writing. Students of SMA GIBS Kal-sel get more vocabulary than other school. Because they use english in every conversation in school during the class or out of the class (in their boarding). So they can get any much more vocabulary by using and hearing conversation of their teacher or their friends. And it is imposible for the students

to speak, read, and write a foreign language without having enough knowledge of vocabulary.

And in this school beside learning reading in their English subject, they also has toefl program for the second grade. In this program that is done one week. The students are being prepared for having good score in toefl, and this program will increase their reading ability.

The researcher consider there will be a correlation between the students mastery in vocabulary with their reading comprehension ability, and for the next, the researcher will also find out the students' vocabulary mastery and the students' reading ability. Because after interviewed the second grade teachers and some of the students, the researcher still find out that the students still have some problems in those fields. The teacher said that there are some of their students do not know words that have same or similar meaning such as the students do not know that "habit" and "costum" share the same meaning. And some of the students sometimes put a word inappropriately in sentences such as "it is a quickly car", it should be "it is a quick car or the car runs quickly". So the researcher is interested in making a research entitle: **A STUDY OF THE CORRELATION BETWEEN VOCABULARY MASTERY AND READING COMPREHENSION ABILITY OF THE ELEVENTH GRADE STUDENTS OF SMA GIBS KALSELACADEMIC YEAR 2013/2014.**

B. Statement of Problems

The centre problem of this research is "Is there a significant correlation between students' vocabulary mastery and reading comprehension ability of the

eleventh gradestudents of SMA GIBS Kal-Sel in the academic year 2013/2014?''.

Next, the problems is limited on:

1. How is the vocabulary mastery of the eleventh grade students?
2. How is the ability of the eleventh grade students in comprehending English text?
3. How is the degree of relationship between vocabulary mastery and reading comprehension ability exists in both variables.

C. Objective of Study

The objectives of this research are:

1. To know the vocabulary mastery of the eleventh grade students of SMA GIBS Kal-Sel in the academic year 2013/2014.
2. To know the reading comprehension ability of the eleventh grade students of SMA GIBS Kal-Sel in the academic year 2013/2014.
3. To find out the degree of correlation between students' vocabulary mastery and reading comprehension ability of eleventh grade students of SMA GIBS Kal-Sel in the academic year 2013/2014.

D. Hypothesis

According to Fraenkel and Wallen (2006:46), a hypothesis is, simply put, a prediction of the possible outcomes of a study.

There are two hypothesis which are used in a research: 1). Alternative hypothesis (H_a). It shows there is a correlation between variable X and Y. 2). Null hypothesis (H_o). It shows there is no a correlation between two variables or three

is no influences from variable X to Y (Arikunto, 2006: 73&74). So there are two hypotheses in this research:

1. H_a

There is a significant correlation between vocabulary mastery and reading comprehension ability of the eleventh grade students of SMA GIBSKal-Sel in academic year 2013/2014.

2. H_o

There is no a significant correlation between vocabularymastery and reading comprehension ability of eleventh grade students of SMA GIBS Kal-Sel in academic year 2013/2014.

E. Assumption

According to Fraenkel and Wallen (2006:17), an assumption is anything that is taken for granted rather than tested or checked. The assumptions of this research are:

1. Each student in eleventh grade of SMA GIBS Kal-Sel in academic year 2013/2014 has different mastery in vocabulary.
2. Each student in eleventh grade of SMA GIBS Kal-Sel in academic year 2013/2014 has different ability in reading comprehension.
3. Vocabulary mastery has an influence to the students' reading ability.

F. Significance of Study

Significance can be defined as something, which is likely to have influence or effect (Webster, 2002: 1600). It is hoped that the finding of this study

will give many inputs to the English teachers of second grade SMA GIBS and the readers. The main significances of conducting this research are:

1. By knowing the second grade students score in vocabulary mastery and reading ability. And also the correlation between mastery of vocabulary and reading comprehension ability, it is expected to give a valuable contribution for the English teachers of the eleventh grade students in SMA GIBS Kal-Sel to improve the quality of teaching learning process.
2. By knowing the correlation between mastery of vocabulary and reading comprehension ability, it is hoped that the finding can be used as the additional information or material for another researcher, especially for doing deeper observation which is relevant with this research.

G. Definition of Key Terms

Definition of key terms involve specific terms that will be frequently used in this reseach. There are some definition of key terms in this research:

1. In this research, study means a process to learn something scientifically
2. Correlation study is a study that correlate two variables or more to find out the degree between those variables.
3. Vocabulary mastery means great knowledge about or understanding of words.
4. Ability means power or skills required to do something. She or he has capability in doing something.
5. Reading ability means the ability of eleventh grade students of SMA GIBS Kal-Sel in academic year 2013/2014 in reading comprehension test.