

CHAPTER I

INTRODUCTION

In this chapter, the researcher explained about the research's background, identification of problem, limitation of problem and purpose, as well as key terms of the research.

1.1 Background

Learning a foreign language is one of the best first steps to communicating with others internationally. English subject in Indonesian schools were designed to help students improve their oral and writing communication skill. Recognizing the importance of English in this globalized period in order to improve the four language abilities of reading, speaking, writing, and listening. However, it cannot be denied that the students' English evaluation results did not satisfy both the teacher and the students themselves. Some experts have attempted to identify the elements that contributed to the student evaluation's poor performance.

One of the important abilities in learning English is reading. Reading comprehension is a fundamental skill in education, crucial for understanding and interpreting text across subjects. One of the key factors influencing reading comprehension is vocabulary knowledge. Vocabulary, defined as the collection of words known and used by individuals, plays a significant role in how well students understand and engage with written material.

As stated by Laddoo (2007), reading forces the reader's brain cells to work on a regular basis as this will keep the reader sharper and smarter. Even though some information can be obtained without reading, for example by listening to teacher, seminar, radio, television etc, but by reading someone may get wider information than listening. For example, someone who reads a newspaper will get more information than someone who watches news on television.

A reader can read the text again when he/she forgets or tries to get detailed information, while a listener cannot. This is supported by Willis (2008) who states that by reading, someone can find the information he/she needs with specific information. In order to gain specific information, students at school should be taught how to read effectively and efficiently, such as making prediction about what will happen (Klingner, Vaughn and Boardman, 2007).

Students who has a restricted vocabulary will also have a limited understanding when it comes to speaking, reading, listening, and writing. According to Widyaningsih (2006), if you are already interested in words (vocabulary), using them can improve your reading, writing, speaking, and thinking. The correlation between a students vocabulary competency and their ability to interpret written texts has long been a topic of discussion in the educational industry. Understanding this relationship is critical for educators and curriculum designers who want to create successful techniques for improving students' language skills.

A vocabulary is frequently seen as a strong foundation for language competency since it allows people to convey their thoughts and ideas more precisely and absorb complex texts more easily. In contrast, a vocabulary might impede comprehension and intellectual growth. Reading comprehension, on the other hand, refers to the capacity to extract meaning from written material. It involves a combination of skills such as decoding words, understanding sentence structures, and making inferences based on context. Proficiency in reading comprehension is not only integral for academic success but also for critical thinking, information processing, and overall cognitive development.

Reading Comprehension is influence by several factors. According to Smith (2008) Adept at comprehending a text can be impacted by fluent and accurate word reading skills, oral language skills (vocabulary and linguistic comprehension), level of factual and conceptual knowledge, skills and cognitive strategies that aim to improve comprehension, motivation to

understand and interest in assignment and material. In addition, vocabulary mastery is also one of the factors that can influence students' reading comprehension. Vocabulary is the only component in speaking and reading Schmitt (1997). It means vocabulary is an important component to improve the use of language in speaking and reading. Vocabulary mastery can help students understand what they are reading because if students have a lot of vocabulary knowledge, it will certainly be easy for students to understand the meaning of the text that they are reading.

Reading comprehension and vocabulary mastery have a strong relationship. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. Other studies, on the other hand, contend that, while vocabulary is definitely crucial, other elements like as understanding tactics and previous knowledge may also play important roles. Furthermore, the effect of vocabulary education approaches on reading comprehension should be investigated. The strength of the association between vocabulary mastery and reading comprehension may be influenced by pedagogical approaches such as explicit vocabulary training, contextual learning, and immersive language experiences.

It is essential for educators to understand the complex relationship between reading comprehension and vocabulary knowledge in order to offer targeted interventions for difficult students. Furthermore, the knowledge gained from this research can be applied to curriculum design, instructional methodologies, and assessment techniques, which will ultimately improve academic achievement and language learning for a variety of student populations. Consequently, a thorough analysis of this link has significance for the field of education in addition to being academically meaningful.

Based on the fact that vocabulary plays a role in reading, it was demonstrated that they have a close correlation. To obtain empirical data, the researcher will organize the test to demonstrate the impact of students' vocabulary mastery and reading comprehension ability in learning English. The researcher attempted to find out the answer to how the students vocabulary in learning English, how the students reading comprehension in learning English, and whether there is any correlation between the students vocabulary mastery and their reading comprehension in learning English at SMA N 11 Jambi City by obtaining grades.

1.2 Identification of The Problem

- 1) Students have limited vocabulary
- 2) Students have difficulties when reading in vocabulary.
- 3) Students do not understand the meaning of the text in English.
- 4) Students do not have interest in learning English due to lack of vocabulary.

1.3 Limitation of The Problem

In this study, the problem is on students' Vocabulary. Based on the background of the problem, this research focused on how researcher going to find out whether there is correlation between students' vocabulary and their reading comprehension in English like how it must be on eleventh grade students.

1.4 Formulation of The Problem

Based on the limitation of the problem above, the formula in this research is, "Is there any correlation between the students' vocabulary mastery and their reading comprehension ability in learning English at SMAN 11 Jambi City?".

1.5 Purpose of The Problem

Based on the formulation above, the purpose of this study is to find out whether there is a correlation between students' vocabulary mastery and reading comprehension abilities when learning English at SMAN 11 Jambi City.

1.6 Significance of The Research

1) Theoretically

The results of the research to find out the correlation between those variables. The findings showed that there was a strong correlation between students' vocabulary mastery and their reading comprehension.

2) Practically

The results of this research provide English teachers valuable advice on how to educate their students to improve their English words. However, for the students, the study results directly impact their ability to read and write in English as well as their exam performance.

3) For Teachers

The findings of the research provide understanding of correlation between students' vocabulary mastery and their reading comprehension. For instance, it is true that there is any correlation between students' vocabulary mastery and their reading comprehension.

4) Future Researcher

Writer hopes this research will aid future researchers who may have the same issue in a greater scope and larger samples that may be utilized as references for your study to bring some essential information or future references.

1.7 Definition of Key Terms

To straighten up any misunderstanding about the research's title, some terms—like reading and vocabulary—would be specified. The following terminology is used to make sure that readers understand the research and to reduce misunderstandings.

1. Vocabulary is an important aspect of language, as it appears in every language skill including listening, speaking, reading, and writing skills, (Wardani, 2015). In addition, the skills required are matched with the way students read words in the form of questions and answers.

2. Mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject. The Oxford English Dictionary defines mastery as a comprehensive knowledge or skill in a particular subject or activity.
3. Reading comprehension is a reading activity and such relies for its success upon the level of intelligence of the readers, his or her speed of thinking and ability detect relationship. According to William Grabe (2009), reading comprehension is critically dependent on the reader's fluency in identifying printed words, as reflected in the reader's accuracy.

