

CHAPTER I

INTRODUCTION

This chapter consists of eight parts. They are background of the study, problem of study, objective of the study, assumption, hypothesis, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Language is basic need for human communication in expressing ideas, thoughts and feelings. It functions as a means of communication. Many people consider that when they want to communicate with other people, they have to have a lot of vocabularies. It can make them easier to express their ideas or feelings. It is one of keys to make fluent their communication.

One of English components taught to the students is vocabulary because it has a primary role for all language skills. As Jeremy states that “Vocabulary is one of important elements in language”.¹ It is also the aspects that espouse someone in mastering English, because the more vocabularies they have the more confident and more fluent their reading will be and the more they master the vocabularies, the better their performances in all aspects of English Language will be. All of these aspects are learned together. They are attached one to another. If the students can master vocabulary such as noun, adjective, verb, adverb, and others they will understand what they read.

Reading is one of language skill in teaching learning process. It is the receptive written language skill where a reader interprets information

¹ Jeremy Harmer, *How to Teach English*, (E 1 earson Education, 2010), p.60.

transferred by a writer². It is an essential skill for all student at all levels started from elementary school up to university. It is done by student in almost all of their subject, such as history, biology, and especially in English subject. As argued by Nunan, reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required³. As a result by having a good reading ability students are expected to make greater progress and development in all other areas of learning.

Vocabulary is a crucial component in acquiring and understanding language. When we read something it will sound good if we understand the words or vocabulary in our reading. Because it will help and guide us in pronouncing, reading, and grasping the idea from our reading, so we will understand. Vocabulary is the stock of words used in a language. The more students have stock of words used in a language, the better it will make their performance.

Good mastery of vocabulary is important for anyone who learns the language used in listening, writing and reading. A learner of a foreign language will speak fluently and accurately, write easily, or understand what he or she reads and hears if he or she has enough vocabulary and has the capability of using it accurately. Mastering vocabulary is the ability to get or to receive lots of words. By having and mastering vocabulary we will know the meaning of vocabulary in the context. It can also help to avoid making mistakes in understanding a written or spoken text.

² Sanggam Siahm, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3.

³ David Nunan, *Second Language Teaching and Learning*, (Boston: Heinie and Heinie Publisher, 1999), p.249.

On the other hand, the English vocabulary often becomes a problem for most high school and university students although they have studied English since elementary school. Sometimes the students always get difficulties to understand some word in context.

So, increasing vocabulary is very useful for the students. They are students who are just starting out to learn English without vocabulary, they cannot speak well and they will get difficulties in understanding someone's speaking, especially when they read something they will not understand and confused what they read. As Scot say that "Vocabulary learning is very important, without grammar very little can be conveyed, without vocabulary nothing can be conveyed"⁴. Its mean that vocabulary is the first steps before studying the grammar in order to master the language. Without vocabulary nobody can determine meanings when reading and it can make possible and difficult in using a language.

Most of us if we find the difficult word, we still just continue our reading in the hope that the word we read is not really important or that is meaning will become clear later on. But, sometimes the word that we passed usually as the key of our reading and understanding. We cannot catch and grasp the idea from our reading as good as possible. So looking up the difficult words in dictionary is better for us, but the skilful reader understands as he reads.

Narrative is a text that tells about imaginative story, which has a purpose to amuse, entertain the readers.⁵ Meanwhile according to Sanggam, narration is any written English text in which the writer wants to amuse, entertain people,

⁴ Scott Thornbury, *How To Teach Vocabulary*, (Essex, England: Pearson Education Limited, 2002), P.13

⁵ Fadilah, M.Pd, *Let's Go for Writing*, p. 16

and to deal with actual or vicarious experience in different ways.⁶ Based on the definition above we can conclude that narrative text is imaginative story that has a conflict and resolution.

Actually, the researcher also have a personal reason why this research want to do this research because the researcher is a students of MAN Pamekasan which was graduated and there the researcher got if the students have more vocabulary it can make the students easier to understand the text.

Unfortunately, with student background knowledge about the vocabulary it can make the students more easier to understand the text especially on narrative text. Sometime the students which do not have more vocabulary before it can make difficulties from read a text. In this case, the researcher would like to make her and other people sure about the truth that if the students' vocabulary mastery affects students reading comprehension. So that, researcher wants to measure the truth of the more vocabulary which students have it can make the students better in reading comprehension.

Based on the phenomenon above the researcher interested to conduct a study "*The Correlation between Students' Vocabulary mastery and Reading Comprehension on Narrative Text at Second Grade of IPS Students of MAN Pamekasan*".

B. Problem of the Study

According to Creswell, research problem are the educational issues, controversies, or concern that guide the need for conducting a study⁷. From that definition researcher interprets that research problem are questions that

⁶ Sanggam Siahaan, Kisno Shinoda, *Generic text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 73

⁷ John W Creswell, *Educational Research* (United State: Pearson Education, 2012), p.59.

researcher make about important subject that sometimes caused a lot of disagreement because it is affect to many people in order to ease the researcher to get the data.

From background of the study explained above, the researcher formulates one research problem as follow:

1. Is there any correlation between students' vocabulary mastery and reading comprehension on narrative text at Second grade of IPS students of MAN Pamekasan?
2. How the statistical significant between students' vocabulary mastery and reading comprehension of narrative text at Second grade of IPS students of MAN Pamekasan?

C. Objective of the Study

Research objectives are statement that used to specifies goals that the investigator plans to achieve in a study⁸. From this definition the researcher defines that research objective is the aims that the researcher wants to be reached during the process of conducting research.

From the problems described above, the researcher formulates one research objective as follow:

1. To measure the correlation between students' vocabulary mastery and reading comprehension on Narrative text at second grade IPS students of MAN Pamekasan.

⁸ John W Creswell, *Educational Research* (United State: Pearson Education, 2012), p.111.

3. To know the statistical significant between students' vocabulary mastery and reading comprehension of Narrative text at Second grade of IPS students of MAN Pamekasan?

D. Assumption

The researcher starts with the assumption that students with has more vocabulary it will more determine the degree of students reading comprehension of Narrative text.

E. Hypothesis

Hypothesis is defined as statement in quantitative research in which the investigator makes prediction or a conjecture about the outcome of relationship among attributes or characteristics⁹. There are two types of hypothesis: Null Hypothesis (Ho) and Alternative Hypothesis (Ha).

Null hypothesis (Ho) is a statement that states no relationship, no change, and no difference in the general population. Alternative hypothesis (Ha) suggest a relationship, a change, and a difference. This hypothesis may be true if the null hypothesis is rejected.

1. Null Hypothesis: there is no correlation between students' vocabulary mastery and reading comprehension on Narrative text at Second grade of IPS Students of MAN Pamekasan.
2. Alternative Hypothesis: there is correlation between students' vocabulary mastery and reading comprehension on Narrative text at Second grade of IPS Students of MAN Pamekasan

⁹ Cresswell, *Educational Research*. P.111

And the hypothesis of research used alternative hypothesis (Ha). As mean of guessing the result of research. It is stated that there is correlation between students' vocabulary mastery and reading comprehension on Narrative text at second grade of IPS Students of MAN Pamekasan. The researcher also used alternative hypothesis because at previous study the result of that thesis is Ha is accepted, so it is can be a reference to choose one of hypothesis which will be used by the researcher.

F. Significance of the Study

The significance of the study explains the benefit of the research theoretically and practically.¹⁰ The researcher defines the significance of the study as the important of the research that the researcher will do for scientific aspect and social aspect. This research project is expected to have significances as follows:

1. For the students

By learning reading comprehension, the students can take some information to identify their problems in mastering both vocabulary and reading comprehension. Furthermore they can also increase their ability in vocabulary and reading comprehension.

2. For English teachers

This research is expected to provide students with the information about vocabulary and reading comprehension, in which the teacher will help their students when facing some problems in mastering both of them.

¹⁰ Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah Edisi Revisi 2015*, (Pamekasan: STAIN Pamekasan Press, 2015), p.23.

3. For researcher

This research is giving some reference for another researcher to conducting similar research, and then the researcher can also has more information about students' vocabulary mastery and reading comprehension.

4. For farther researcher

This research can be a reference to be information to continued study for the next researcher who wants to study about students' vocabulary mastery.

G. Scope and Limitation

Scope is range of things that a subject, an organization deals with. It is circumstance or range in which observation and discussion of objects are include in. limitations are limitation of variable to be studied¹¹. Scope this research focuses on students' vocabulary mastery and reading comprehension of MAN Pamekasan. But limitation of this research is in second grade of IPS Students.

H. Definition of the Key Terms

Definition of key terms are aim to avoid misunderstanding and misinterpreting between researcher's definition and the readers'. Thus the researcher and the readers have the same perception of words or phrases uses in this research. The research would like to define key terms used in this study as follows:

1. Vocabulary mastery

Vocabulary mastery is a number of word list of a language (in this case in English) with the meanings which have known or mastered by someone.

¹¹ Tim Penyusun, *Pedoman Penulisan Karya Tulis Ilmiah Edisi Revisi 2015*, (Pamekasan: STAIN Pamekasan Press, 2015), p.11.

2. Reading comprehension

Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows.

3. Narrative text

Narrative text is a kind of text to retell the story that past tense which aims to entertain people.