CHAPTER I

INTRODUCTION

Introduction

This chapter provides a brief description of the whole contents of the research, including the background of the research, scope of the research, statement of the problems, aims of the research, hypothesis, significance of the research, research method, organization of paper.

1.1   Background of the Research

Reading is one of the important language skills. By reading, people may get a lot of information. The more he/she reads, the more information he/she will get. Reading makes someone smarter and creative. 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. Reader can read the text again when he/she forgets or tries to get detail information, while 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, p.3). Another way to help the students to understand the text without knowing all the vocabulary in the text is by finding key words. It is in line with Lehr & Osborn (2001) who explain that to understand a text, we need to find the key words of the text. By doing this strategy, students can cover their vocabulary weaknesses since vocabulary knowledge is one of the major factors that influence reading comprehension (Roehrig and Guo, 2011).

One of the previous studies related to the relationship between reading comprehension and vocabulary mastery was conducted by Liu and Nation (1985). It is about the success of guessing meanings of a text. The results of this study show that the participants who have high reading proficiency level could successfully guess 85% to 100% of the unknown words, and the participants who have low reading proficiency level guess around 30% to 40% of the unknown words.

Based on the explanation above, 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 able to comprehend the texts. That is why this study attempts to find out how strong the vocabulary mastery influences the reading comprehension. After knowing the correlation, teachers are expected to be able to choose appropriate strategies to teach their students.

From the description above, the present study attempts to find out the correlation between the students' vocabulary mastery and their reading comprehension and to find out how high the correlation between vocabulary mastery and reading comprehension is. The subjects of this research are the students of a junior high school in Bandung. The results of this study are expected to enrich the literature on research regarding to the relation of students' vocabulary mastery and their reading comprehension.

1.2 Scope of the Research

This research focuses on finding out the correlation between reading comprehension and students' vocabulary mastery in the 2nd grade of junior high school because they have learned several types of text. There are 34 students involved in the present research.

1.3 Statements of the Problem

The problems to be discussed in this research will be summarized in the following research questions:

1. What is the students' mastery of reading comprehension?

2. What is the students' mastery of vocabulary knowledge?

3. What is the correlation between the students' vocabulary mastery and their reading comprehension?

1.4   Aims of the Research

In accordance with the research questions, the aims of the present research are:

1. to find out the students' mastery of reading comprehension,

2. to find out the students' mastery of vocabulary knowledge, and

3. to find out the correlation between the students' vocabulary mastery and their reading comprehension.

1.5   Hypothesis

When there is a correlation between students' vocabulary mastery and their reading comprehension, the alternative hypothesis is accepted and null hypothesis is rejected.

1.6   Significance of the Research

The aim of this research is to find out the correlation between student's vocabulary mastery and their reading comprehension in a junior high school. This study is also expected to give significant contribution to others, especially English teachers and future researchers. When the teachers know the correlation between vocabulary mastery and reading comprehension, it may help them to figure out some appropriate strategies in order to help their students to comprehend the texts.

1.7   Research Method

The present research is a quantitative research. The purpose of this research is to find out the correlation between students' vocabulary mastery and

their reading comprehension. The research method used in this present research includes population, sample, data collection and data analysis.

1.7.1 Population and sample

The research was conducted at one of Junior high school in Bandung. The subjects of population were taken from the second grade students because they had learned several texts. There were 7 classes in this grade. Each class consisted of 34 students. The total population was 250 students. The researcher used one of the classes for this research. The students involved in this present research were 34 students. The subjects of this research were both male and female.

1.7.2 Data Collection

The technique used to collect the data of this study is achievement test. The selection of types of test test is based on the intention to screen students' current knowledge and skills. Achievement test is a test meant to measure acquisition of skill (Algarabel and Dasi, 2001). Through this technique, the information about students' ability in reading comprehension and vocabulary mastery is expected to be obtained.

1.7.2.1 Instrument

The main instrument used in this present research is achievement test. Some questions are given to the subjects to find out their vocabulary mastery and reading comprehension of the subjects. Tests are taken from questions of UAN 2006 - 2010.

1.7.2.2 Research Procedure

The procedure of research is as follows.

1. Designing the achievement test by compiling test items from UAN 2006 - 2010

2. Giving the achievement test to the students to find out the students' vocabulary mastery and their reading comprehension

3. Organizing the data by dividing the vocabulary scores and reading scores

4. Analyzing the data collected from the test.

1.7.3 Data analysis

The data collected from achievement test is analyzed using median formula. Median formula has primary purpose to see the mean score of vocabulary and reading.

Then, the process is gone to find out the correlation between students' vocabulary mastery and their reading comprehension. SPSS (statistical package for social sciences) and Pearson Product Moment are used as tools for computation.

1.8 Organization of the paper

The paper will be presented into five chapters. The chapter will be subdivided into subtopics that will elaborate the issue given.

CHAPTER ONE   Introduction

It comprises the background of the study, scope of the research, research question, aims of the study, hypothesis, significant of the research, research method, data analyses procedures, clarification of terms, and organization of the paper.

CHAPTER TWO   Theoretical Foundation

Chapter two elaborates the foundation of relevant theories as a basis for discussing the research problem.

CHAPTER THREE Research Methodology

Chapter three provides the explanation of procedures in collecting and analyzing data in the research including research method, research participants, data collecting techniques, and data analysis.

CHAPTER FOUR   Finding and Discussion

Chapter four presents the finding of this study and its discussion through relevant theories.

CHAPTER FIVE   Conclusions and Suggestions

Chapter five delineates the conclusions and suggestions relevant to the finding of this study.