

CHAPTER I

INTRODUCTION

This chapter presents several points (a) background of the research, (b) formulation of research problem, (c) objective of the research, (d) formulation of the hypothesis, (e) significance of the research, (f) scope and limitation of the research, and (g) definition of key terms.

A. Background of the Research

English is one of the most learned and spoken languages across the countries. According to Richard (2007:2), English is so widely taught worldwide that the aims for which it is studied are sometimes taken for granted. In Indonesia, English has become a foreign language that people learn most. English has been taught since the 1960s in Indonesia, and it has become a compulsory subject in Indonesia's education curriculum system. Indonesian students are taught an English subject from elementary school to the university level. Even in some kindergartens, students are taught English as well. Four English skills that the students need to master are listening, speaking, reading, and writing.

Reading is one of those English skills that are crucial to be mastered. In line with the statement above, according to Petel & Jain (2008:113), reading is the most valuable and vital skill for humans. For most students, reading is the most crucial skill to acquire since it allows them to develop

expertise from the information they read. Reading is both an informative and a pleasure activity. Reading is also a way for strengthening and expanding someone's understanding of the language. Through reading, students will be more intelligent and creative. According to Laddo (2013), reading is a very active state exercise of the brain. Through the reading activity, the readers' brain cells regularly work, thus making them sharper and more intelligent. In the reading process, students' cognitive actions should work together to produce meaning and transfer information. In accordance with that statement, Baker and Brown in Dorn and Soffos, cited in Nurdiana & Amelia (2017:1), defined reading as a multi-step process including a network of cognitive actions that work together to create meaning. Suppose the readers can recognize and transmit the meaning of the passage that they read from the beginning to end. In that case, they will effectively read and gain the necessary knowledge and information.

Reading Comprehension refers to the ability of the readers to grasp and convey the meaning and information of any passage they read. It is different from reading in general. Reading comprehension also requires the reader to extract the ideas from any written text as efficiently as possible. In line with the statement above, Grellet (1981:3) stated that understanding a written text requires extracting as much information as possible from it. Comprehension is the main objective of the reading process. When students can grasp and interpret what they read, they are considered to comprehend what they read. Students must understand what they read, establish connections

between what they read and their prior knowledge, and reflect on what they read to understand the written text. However, not all students can understand the content of the text they read. One of the factors that can make students succeed in reading comprehension is vocabulary mastery.

Vocabulary mastery is one of the English components that influences reading comprehension. In line with the statement, Richard & Rodgers (2002:37) stated that vocabulary is an essential reading component. When students can understand words in the context of the sentence, they are considered to master vocabulary. However, students still struggle to comprehend the text or passage they have read. One of the big reasons is that students still lack vocabulary. When they read a passage or a text, they frequently seek out the definitions of unfamiliar words they found. So, they have to make many stops in reading. As a result, they cannot concentrate on what they have read. Therefore, vocabulary mastery can be said to play an essential role in assisting students in comprehending the reading process.

Vocabulary is one of the English components that students must master because it can connect the four English skills, particularly the reading skill. In line with the statement above, Suyanto (2007:5) states that vocabulary is one of the English components that help connect the four English skills of listening, speaking, reading, and writing. According to Richard (2002:4), one of the earliest areas of concentration for applied linguistics was vocabulary, which is one of the language's most apparent components. As a result, it is reasonable to conclude that vocabulary plays a crucial role in language

learning, as vocabulary knowledge contributes significantly to overall English skills. It might be difficult when language learners desire to grasp a language without studying vocabulary. Reading is one of the activities that might help students improve their vocabulary mastery. Students can learn new words or practice what they already know through reading.

When the researcher conducted an internship in the eleventh grade of MAN 1 Trenggalek, she found some students still struggled to understand the content of the text they read. The reason is they still had less wordlist. Students with fewer wordlists have difficulty acquiring reading comprehension than those with many. So, the researcher is interested in taking this phenomenon. The researcher assumed that the factor that influences students' reading comprehension is vocabulary mastery. Vocabulary mastery has a crucial role in reading comprehension. Regarding reading skills, students' vocabulary can affect their ability to understand the content of the passage they read. From this phenomenon, it can be interpreted that vocabulary mastery is the factor why students have reading comprehension.

There is a strong correlation between vocabulary mastery and reading comprehension. In line with the statement above, Furqon (2013: 69) stated that vocabulary knowledge is essential for reading comprehension since it can determine how well the students understand the text they have read. Moreover, vocabulary mastery makes students more interested in learning English toward reading comprehension.

Some previous studies related to the correlation between vocabulary mastery and reading comprehension. Elfitri (2013) conducted research entitled, “*The Correlation between Vocabulary Mastery and Reading Ability on Narrative Text at the Second Year Students of SMP N 3 Kampar*”. This research sought to determine students’ vocabulary mastery and reading ability on the narrative text and to find out how is the correlation between vocabulary mastery and reading ability on the narrative text at the second-year students of SMP N 3 Kampar. The result of the study showed a significant correlation between vocabulary mastery and reading ability in the narrative text at the second-year students of SMP N 3 Kampar.

Fatimah (2014) conducted research entitled “The Correlation Between Students’ Mastery in Vocabulary and Their Reading Comprehension of Descriptive Text (A Correlational Study in the Second Grade Students of MTs Syamsul ‘Ulum Sukabumi Academic Year 2013/2014)”. This research aimed to determine whether students’ vocabulary mastery correlates with their reading comprehension in descriptive text. This research showed that students’ vocabulary mastery and their reading comprehension of descriptive text significantly correlate.

Another Aprilia (2019) research was entitled, “*The Correlation Between Students’ Vocabulary Mastery and Their Reading Comprehension in Descriptive Text at State Senior High School 2 Pekanbaru*”. The purpose of is research is to determine whether students’ vocabulary mastery correlates with their reading comprehension in the descriptive text. The result showed that

students' vocabulary and their reading comprehension in the descriptive text at State Senior High School 2 Pekanbaru are significantly correlated.

MAN 1 Trenggalek is one of the State Islamic Senior High Schools in Trenggalek. According to the school's syllabus, English is one of the compulsory disciplines, and the aim of learning English is to increase the students' communicative competence in interpersonal, transactional, and functional texts through the use of various spoken and written English texts. It means that students will be expected to improve their vocabulary mastery and communicative skills. One of the functional texts studied by students in the eleventh grade is analytical exposition text. According to Bashir (2017:47), an analytical exposition text is a text that critically assesses a topic but solely concentrates on one side of an argument.

According to the explanation above, the researcher wants to find out whether there is a correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text. The similarities of this research to the previous study are the variables used are two variables, and the instrument is only test. However, this research goes different, such as in the previous studies the researchers used narrative and descriptive text, while in this research the researcher used analytical exposition text. The subject of this research is the eleventh grade of MAN 1 Trenggalek, and it is different from the previous studies. The sample of this research was 154 students, while in the previous studies the sample was less the 50 students. From on the elaborative above the researcher carried out this research entitled, **"The Correlation**

Between Students' Vocabulary Mastery and Their Reading Comprehension of Analytical Exposition Text at the Eleventh Grade of MAN 1 Trenggalek.”

B. Formulation of Research Problem

Based on the background of the research above, the formulation of the research problem is “Is there any correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text at the eleventh grade of MAN 1 Trenggalek?”

C. Objective of the Research

The researcher set the objective of the research is to find out whether there is correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text at the eleventh grade of MAN 1 Trenggalek.

D. Formulation of Hypothesis

The hypotheses of the research can be formulated as follows.

H₀: There is no correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text at the eleventh grade of MAN 1 Trenggalek.

H₁: There is correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text at the eleventh grade of MAN 1 Trenggalek.

E. Significance of the Research

The result of this research is imagined to provide advantages both theoretically and practically.

1. Theoretically

The finding of this research is imagined to improve reading skills by increasing vocabulary mastery. The researcher intends to provide information and other references to the readers based on the finding of this research.

2. Practically

- a. For the researcher, this research hopefully benefits the writer, especially in learning how to conduct research as a novice researcher.
- b. For the teachers and students, hopefully, this research will be valuable for the teachers and students at the eleventh grade of MAN 1 Trenggalek for their upcoming learning process.
- c. For the readers, hopefully, the result of this research will be beneficial and useful information, particularly for the readers who are interested in teaching and studying English as a foreign or second language.
- d. For other researchers, hopefully, the finding of this research will be useful information and a reference for people who wants to conduct research on this topic.

F. Scope and Limitation of the Research

This research aims to determine whether there is a correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text. The research was carried out at MAN 1 Trenggalek. To make the research more efficient, the researcher narrowed the scope of the study by focusing on the correlation between students' vocabulary mastery and their reading comprehension of analytical exposition text at the eleventh grade of MAN 1 Trenggalek. Based on Fromkin et al. (2003:73-74), words are divided into two kinds. They are both content and functional terms. Nouns, verbs, adjectives, and adverbs are the content words. Meanwhile, prepositions, articles, and pronouns are functional words. According to Thornbury (2002:3), words are divided into word classes. There are eight classes: nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunction, and determiner.

Moreover, Thornbury (2002:9-10) also states that the meaning of the words is another essential part of the vocabulary. One word has a relation to other words. The word that has relation to other words is categorized into synonyms and antonyms.

G. Definition of Key Terms

The researcher wants to explain the terms in the research title to avoid misinterpretation and misunderstanding in reading this paper.

a. Correlation

Correlation is the process of linking one variable to another or among variables, aiming to test the tendency between two or more variables

and determine whether or not there is a relationship between or among them. There are two types of correlation those are positive and negative correlation. When two or more variables move in the same direction, they are said to have a positive correlation. On the other hand, a negative correlation is a relationship where one grows as the other decreases and vice versa.

b. Vocabulary Mastery

Vocabulary mastery is the ability or knowledge to grasp words in a language. In this research, vocabulary mastery is defined as the capacity to comprehend and appropriately employ words in the context of a sentence.

c. Reading Comprehension

According to Nurdiana & Amelia (2017:8) stated that reading comprehension is a process and action that involves learning vocabulary and concepts, forming inferences, and connecting essential ideas from a text. Reading comprehension in this research refers to comprehending the text, particularly in analytical exposition texts.

d. Analytical Exposition Text

According to Bashir (2017:47), an analytical exposition text is a text that critically assesses a topic but solely concentrates on one side of an argument. The primary purpose of analytical exposition text is to influence the reader to believe something by presenting only one side of the argument. According to the syllabus used in MAN 1 Trenggalek, analytical exposition text is one of the English texts studied by the eleventh grade.