

CHAPTER I

INTRODUCTION

This chapter present topic the associated with the study. Those are background of the study, formulating research question, purpose of the study, formulating of hypothesis, significance of the study, scope and limitation of the study and definition of key term.

A. Background of the Study

In this time of globalization, English has vital part in our lives. This dialect is utilized around the globe in sciences, information, and innovation as well as instruction, business, and other exercises. In Indonesia, understudies begin learning English at rudimentary school and the method proceeded until senior tall school. In truth, English is additionally instructed within the College indeed in non-English- related office.

Pupils are required to master four basic language skills. They listen, speak, read and write. In addition to these basic skills, students should master as little vocabulary as possible. A good vocabulary and the ability to use words correctly and effectively help students communicate with each other. Vocabulary plays an important role here and is an important aspect of language learning.

Lexical acquisition is the ability to acquire or receive many words. Acquiring vocabulary helps you understand the meaning of the vocabulary in context and avoid misunderstandings. Vocabulary is one of the most important skills in language. Vocabulary is one of the most important elements in a language class for the success of the language class, especially the English learning process.

On the other hand, Indonesian students who want to learn

to read English have poor vocabulary, and vocabulary is certainly the most important for reading comprehension. Reading is the most important part of your studies. Reading is an essential part of English education.

Many benefits can be derived from this. Reading texts not only provides a good model of English writing, but also an opportunity to learn the language: vocabulary, grammar, punctuation, sentences, paragraphs, and how text is constructed. From the above description, we can conclude that reading is a very important skill because it can enhance other skills.

Reading comprehension requires vocabulary. This means that vocabulary and reading comprehension are closely related, but people with larger vocabulary can understand some texts more easily. Organize the results to show the impact of student vocabulary and reading comprehension.

Reading is the manner to degree how a way we're a hit in getting to know manner in line with Cholissiyah (2017). It manner that studying is one manner to realize rookies a hit in getting to know manner, now no longer simplest a hit in studying abilities however additionally different abilities along with speaking, writing, and listening abilities. Grellet (1983: 8) argued studying comprehension cannot be separated with different abilities, like in actual lifestyles scenario for instance studying and writing, studying and listening and the closing studying and speaking.

Vocabulary refers back to the phrases we want to realize to recognize what we hear. Speaking vocabulary includes the phrases we use while we speak. Reading vocabulary refers to the phrases we want to realize to recognize what we read. Writing vocabulary includes the phrases we use in writing.

Vocabulary performs an essential component in studying

to read. Beginning readers should use the phrases they pay attention orally to make experience of the phrases they see in print. Kids who pay attention extra phrases spoken at domestic examine extra phrases and input faculty with higher vocabularies. This large vocabulary will pay off exponentially. Consider, for example, what occurs whilst a starting reader as a toddler progresses via faculty.

Involves the phrase dig in a book. As she starts to discern out the sounds represented via way of means of the letters d, i, g, the reader recognizes that the sounds make up a completely acquainted phrase that she has heard and stated many times. It is harder for a starting reader to discern out phrases that aren't already a part of their speaking (oral) vocabulary.

Considering to the explanation above, the researcher would like to take the study under the title **“The Correlation Between Vocabulary Mastery and Their Reading Comprehension Achievement of the Fourth Semester of the English Department at Universitas Sayyid Ali Rahmatullah Tulungagung”**.

B. Formulating of Research Problem

Based on those description, the research question can be formulated “Is there any correlation between students’ Vocabulary Mastery and Their Reading Comprehension Achievement of the Fourth Semester of English Department at Universitas Sayyid Ali Rahmatullah Tulungagung?”.

C. Purpose of the Study

Based on the research question above, the main purpose of this study is “to find out whether there is any correlation between vocabulary mastery and their reading comprehension achievement of the fourth semester of the English Department

at Universitas Sayyid Ali Rahmatullah Tulungagung.”

D. Formulating of the Hypothesis

These are two kinds of hypotheses that be used in this research:

1. H₀ (null hypothesis)

There is no correlation between vocabulary mastery and reading comprehension towards the fourth semester of English Department Students in UIN SATU Tulungagung.

2. H_a (alternative hypothesis)

There is correlation between vocabulary mastery and reading comprehension towards the fourth semester of English Department Students in UIN SATU Tulungagung.

E. Significant of the Study

The result of this research hopefully be useful for many people. The significant of the study is stated as follow:

1. The institution

The researcher hopes that this research will be able to provide useful information for institutions in order to improve the quality of student’s attitudes and their English achievement.

2. The English teachers and lecturers

The researcher hopes that the results of this study will be useful for teachers as a source of teaching English in the future. Especially in teaching and learning reading.

3. The students

The finding of this study can provide motivation for studentsto improve their reading skills through an interesting and fun way to get vocabulary mastery.

4. The future researchers

The result of this study can be used as a reference for conducting further research. Moreover, they can extend this research to a wider area.

F. Scope and Limitation of the Study

To avoid misunderstanding upon what the researcher explained, the researcher limits the problem of this study on two variables that are students' vocabulary mastery and reading comprehension. Vocabulary mastery as independent variables and the students' reading comprehension as dependent variable. It is focused on the fourth semester class of UIN SATU Tulungagung.

G. Definition of Key Term

To avoid misunderstanding the title of this research. The researcher tries to clarify and explain the term used in this study as follows:

1. Correlation

Correlation is conducted in many areas of education, social, and economic origin. Correlational methods generally interpret relationships between only two variables. So, they don't scrutinize causality. Nevertheless, research using this method can be developed for restudy, (Emzir, 2009). Thus, in this study, the researcher concluded a two-way relationship between vocabulary mastery and reading comprehension towards the fourth semester of English Department Students in UIN SATU Tulungagung.

2. Vocabulary mastery

Vocabulary is words as units that were part of grammatical patterns. In that sense, a word could be an element which can stand alone as an utterance, it cannot be divided into two or more-part similarity characterized (Lado,

1977:182). Mastery is a complete control or the state of having control over something superiority in competition, victory eminent skill, or through knowledge (Hornby, 1974:153).

3. Reading comprehension

Reading comprehension is the understanding of the students towards the text. Comprehension of the text is needed to solve problems that the students encounter in text.