CHAPTER I: INTRODUCTION

This chapter provides a briefly explanation about the background of the research, research question, research objective, the limitation of research and research significance.

Background of The Reseach

Reading is one of the important language skills because the students may get a lot of information by reading activity. Reading activity makes students be smarter and more creative than the other activity such as watching television or listening to the music. The reading contents commonly full of information, and it can be read as many as students need so the information from the text can be transferred well. They can also reread the text if they did not understand the text to gain specific information from the text.

Rivers (2010,p.23) argues that "in order to gain specific information, the students should be taught how to read effectively and efficiently, such as to make prediction of the main idea in the text." In this case, the students must master the vocabulary because vocabulary has contribute to the students reading ability. From understanding the text, it seems to be replied that vocabulary is also one of crucial components in acquiring and understanding the language in the text. In understanding the language in the text, the students reading ability will help and guide them in pronouncing and grasping the reading text to make them understand the whole content of the text. Commonly, it shows that students also will understand the whole content of the text without understand the whole

vocabularies in the text by finding the key words of the text. It is supported by Kay (2009,p. 22) who argues 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 ability.

Related to the importance of vocabulary mastery in students' reading ability, the students must master the vocabulary because it will help them to be successes in reading. By having lot of vocabulary knowledge, it assists the students to understand the text. Therefore, if the students know a lot of vocabulary, they will be able to comprehend the text easily. It was proved by Dr. Chaty Collins Block and Dr. John Mangieri (2005) in their journal entitled " *The Effect of Powerful Vocabulary for Reading Successs on Students' Reading Vocabulary and Comprehension Achievement"*. This research focuses on the effect of specific vocabulary-instruction strategies on students' overall vocabulary comprehension and reading achievement which aims to assess the effectiveness of the powerful vocabulary for reading success program. Their research used the combination of descriptive qualitative method and quantitative method. The result of this research showed that the effect of powerful vocabulary strategy for students' reading success program can assist the students' ability to improve their skill in learning meaning of words in the reading text. Another research that concern with the vocabulary mastery and reading ability is a reseach conducted by Hasan (2013) entitled *The correlation Between Students' Grammar Mastery and Vocabulary Mastery and Their Writing Ability.* this research is major to discuss the the

correlation between students' grammar mastery and vocabulary mastery and students' writing ability which using quantitative Ex-Post design. The data in this research were collected by administering the grammar test, vocabulary test, and writing skill test. in this research, it was found that students' grammar mastery and vocabulary mastery has a positive correlation with students' reading ability.

Nowdays, mastery vocabulary is important for students in learning English because it does not only assist students to understand the text, but also assist them to pronounce and to use it in properly texts. It is obviously that the mastery of English vocabulary closely related to the students ability in acquiring the vocabulary as the essential meant in learning English because the lack of vocabulary will influence their ability in reading a text.

The main reason why I chooses this topic is because students' reading ability has a strong correlation with their mastery of vocabulary. It is based on my preliminary observation during the teaching and learning English process at SMA N 1 TELAGA. The fact shows that when the teacher asked the students to read a text, and then asked them to presents the main idea of the text by using their own words in front of the class, there are some students can understand quckly the main idea in a text, meanwhile there are also some students can not understand quickly the main idea in a text that they have read.

Every student has different skills to find main idea in text. Generally, the main reason why the students can not graps or get the main idea from the text is because of their lack of vocabulary. The students who did not master the

vocabulary, they will not able to comprehend the text well include to get the information from the text and to find the main idea of the text. Meanwhile, the students who have skill in reading because of their mastery of vocabulary, they will able to understand the whole content of the text easily.

Sedita (as cited in Fajar, 2009 p.14) states that reading ability and vocabulary mastery have a strong relationship in comprehending and determining the vocabulary in reading text. It also shows how students comprehend the text well. Related to this matter, and wonder about the Correlation of Students' Reading Ability and Their Vocabulary Mastery. Therefore, I would like to conduct a research entitle "The Correlation Between Students' Mastery of Vocabulary and Their Reading Ability".

Research Question

Based on the explanation above, I formulate the problem as follows;

Is there a correlation between students' mastery of vocabulary and their reading ability?

Research Objective

The objective of this research is to discover whether mastering vocabulary has a correlation with the students reading ability or not.

The Scope and Delimitation of the Research

This research describes the correlation between Students' Mastery of Vocabulary and Their Reading Ability. The indicator of reading is take from Grabe and Stoller (2002, p. 20) they are; lexicall acess (decide the meaning of words), syntatic

parsing (decide the correct combining word), semantic proposition formation (decide the main idea of paragraph), working memory activities (predict the text means). The material of reading is limited on narrative text. Meanwhile, vocabulary is limited on students' ability in understanding the words which tends to noun, adjective and verb.

Significances of the Research

Theoretical

Theoretically, this research result will aware the teachers about the corelation between students' mastery of vocabulary and their reading ability. Due to the fact that only a few teachers in Gorontalo are aware the importance of this know in teaching and learning, then teachers will be able to empower the students to be much better.

Practically

The results of this research will be useful as a references in how to engage the students' English skill in the class. For the researchers could use this reseacrh as reading materials to broaden their research.