

CHAPTER I

INTRODUCTION

This part consists of background of study, statement of the problem and objective of the study, significance of the study, statement of the hypothesis, scope and limitation, and definition of key terms.

A. The Background of the Study

Vocabulary is one of the problems faced by English language learners. Because of the limited vocabulary, the learners cannot communicate to other clearly. Sometimes it is difficult to group the idea transmitted to them. The acquisition of a large number of vocabularies can help the students read, speak, listen, and write.

Vocabulary mastery can help students do task. The more vocabularies they know the more chance to do well on English vocabulary knowledge can be used to be an important indicator to predict learner's overall reading ability, the result of which may reveal that the increasing of lexical familiarity could improve one's reading performance such a statement revealed that weak of vocabulary may handicap one's reading comprehension.¹

Mastering vocabulary is the ability to get or to receive a lot of words. By mastery vocabulary, students will know the meaning of vocabulary in text. Measuring vocabulary helps to avoid making mistakes in understanding of text. In addition, the students who learn English reading text are still lack of

¹ Nation, I.S.P. *Learning Vocabulary In Another Language* Cambridge, England : Cambridge Universities Press 2001

vocabulary, whereas in fact vocabulary is the most important thing in reading skill.

The Word is essentially a unit of meaning. Many English words are formed by taking basic words and adding combinations of prefixes and suffixes to them. A basic word which affixes (prefixes and suffixes) are added is called a *root word* because it forms the basis of a new word. The root word is also a word in its own right. For example, the word *lovely* consists of the word *love* and the suffix *-ly*. In contrast, a *root* is the basis of a new word, but it does not typically form a stand-alone word on its own. For example, the word *reject* is made up of the prefix *re-* and the Latin root *ject*, which is not a stand-alone word.

There are three type possible parts to a word including a prefix, suffix, root. A root is the foundation of a word. A prefix is at the beginning of a word and is not a full word itself. The prefix is what comes before the root, and the suffix is what comes after the root. All medical words have a root and suffix. Let's look at some basic examples: psychology- psych (mind) is the root, and logy (study of) is the suffix. So we know the word psychology means the study of the mind.

Structure is the complex composition of knowledge as elements and their combinations. Students need strategies to independently acquire new words. Morphemic analysis uses roots and affixes to derive meaning from an unknown

word. An important component of word knowledge is morphology which describes how words are composed of meaningful parts².

The meaningful parts of a word are called morphemes, which are the smallest units of meaning in a word. A morpheme may be a word or only part of a word, but it may be more than one syllable. A morpheme that can stand alone as a word is a free morpheme, but bound morphemes must be attached to other morphemes in order to form a complete word.

Structural analysis is important in all levels of reading, but it is especially important for a reader who does not have a large knowledge about word structure or who is beginning to learn certain words. Structural analysis is an important part of any reading practice. Knowing the parts of a word and the roots of the word can help readers, especially those people who are in a primary education setting, learn the way that words work within sentences. Students can use affixes and the roots of words to help determine what a word is. If a student is aware of the root of the word and understands the other parts of the words, he or she will be able to better understand what the word means.

The word *cats* has two morphemes: *cat* and *s*. *Cat* is a free morpheme, and *s* is a bound morpheme that means more than one. Words can be composed of smaller units, called morphemes, and that there are many different ways to create new words from existing ones by affixational, non-affixational and compounding processes.

² www2.literacyleader.com/node/465

Reading is one of the language skills that should be mastered by foreign language students. It plays a big role as a means of communication to achieve ideas and information. Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of their message. That is why learning reading is very important to us.

The importance of reading which deals with communication is to respond to the meaning of written text. Written text is one of the communication media. Therefore, if learners want to communicate with others which have different language, they should not only be able to speak, write and listen but also to read in order to memorize the information that they can use to communicate.

In general, reading activity is very important to the students, it will make them able to read. To read well, learners have to detect and select the right cues from concepts or meanings. They have to develop their abilities to perceive the elements of reading text to get meanings with sufficiently efficient speed. Moreover, if the learners do not exactly understand the meaning of the written text that they read, they will not get information.

Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. Reading comprehension is a compulsory subject. Reading comprehension is a complex behavior which involves conscious and unconscious

use of various strategy, such as problem solving strategies, to build a model of meaning.

Reading is a process done by reader to get the message extended by the writer through words media in written text³. In addition, comprehension is an ability to read and to understand the main idea, the important detail, and the whole meaning of the text.⁴ Based on the reasons above, the researcher is intended to conduct a research in this area. One of them which have a notion that reading comprehension is one problem in this school. According to one of English teachers h MAN 2 Kediri, the students seldom read some books, they are lazy to read books. So, their vocabulary is still poor.

The thesis is written and presented to know the correlation between students' vocabulary mastery and their reading comprehension of the second graders at Man 2 Kediri. It is expected that this thesis will be useful for the researcher, teachers, students and school administrators. Based on the background, the researcher wants to do a research untitled **"The Correlation between Students' Vocabulary Mastery and their Reading Comprehension of the Second Graders At MAN 2 Kediri"**

³ Soedarsono, *Speed Reading : Sistem Membaca Cepat Dan Efektif*, (Jakarta : Gramedia Pustaka 2002) P.4

⁴ Samsu Somadayo, *Strategies Dan Teknik Pembelajaran Membaca*, (Jogyakarta: Graha Ilmu, 2011) P.5

B. The Statements of the Problem

The problem stated in this thesis is:

Is there any correlation between students' vocabulary mastery and their reading comprehension?

C. The Objectives of the Study

The objectives of the study can be stated as follows:

To find out the correlation between vocabulary mastery and the reading comprehension of the second graders students of MAN 2 Kediri.

D. The Significance of the Study

1. The teachers

This study will help the English teachers in teaching vocabulary and reading comprehension. Therefore, they can set up a plan for the next learning process and find the best method to improve the students' knowledge and abilities.

2. The students

This study will help the students to improve their vocabulary and reading comprehension. The students can also identify their own weaknesses in learning and applying the best method to improve it.

3. Other researchers

The other researchers can make this research as reference in order to make better and more qualified research.

E. The Statement of the Hypothesis

Based on the problems above, the working hypothesis of the study can be stated as follows; there is null hypothesis (Ho) a correlation between students' vocabulary mastery and their reading comprehension of the second graders students of MAN 2 Kediri.

F. The Scope and Limitation of the Study

This study is attempted to describe the correlation between vocabulary and the reading comprehension of the second graders students of MAN 2 Kediri. The data was obtained from the instrument test. The researcher takes 38 students as sample. The vocabulary topic include word structure such as suffix, prefix and root. The reading comprehension is narrative text. The time of research date is on February, 23-25, 2015

G. The Definition of Key Terms

The definition of key terms is needed to avoid misunderstanding. The key terms of this research are:

1. Vocabulary is a list of words usually defined and alphabetizes as a dictionary or specialized glossary complete word stock of language⁵
2. Vocabulary Mastery is the competence or complete knowledge of a list or a set of words that make up a language which might be used by a particular Person, class, or profession.

⁵ David Grambs, *Words About Word* (New York Mc Graw Hill Book Company)1984.P.73

3. Word Structure is a composition of word by putting together smaller elements to form larger words with more complex meanings⁶.
4. Reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.⁷
5. MAN 2 KEDIRI is a senior high school which is located in Nggonggo, Kediri. Exactly at Sunan Ampel street. No (0354) 685322. Facsimile (0354) 672248.

⁶ Indo Plag. *Word Formation in English.*(Cambrigde University Press) 2002

⁷ Harris and Sipay, *How To Increase Reading Ability. A guide To Developmental and Remedial Methods, Seventh Edition Revised And Enlarged*, (New York: Longman Publisher Inc. 1980), p.179