

CHAPTER I

INTRODUCTION

This chapter consists of five sub chapters. They are background of the problem, statement of the problems, objective hypothesis, significant, scope and limitation, and definition of key term.

1.1 Background of study

Reading is one of the language skills that important to learn. Reading is the most essential skill for success in all essential education contexts (Brown, 2004). It is also argued with MCDonough and Saw (1993) who state that reading is the most important foreign language skill. In relation to reading skill, Altunkaya, H and I. Erdem(2017)defined it as a cognitively demanding process which involves the organization of memory, attention, perception, and the process of comprehension.

In teaching and learning process, reading plays an important part to comprehend students' understanding about learning material. Therefore, Reading becomes essential for students in order to enrich his or her knowledge. According to Grabe and Stroller (2001), they state that of the fourth skills, reading can be regarded as specifically important because reading is assumed to be central means of learning new information. According to Harmer (2007:110), that reading is good for language acquisition in general, provides good models for future writing and offers opportunities for language study.

Reading is a process of decoding words from the text by interacting with the contexts and involving the readers' background knowledge to comprehend them.

When they read a text, they need actively relate their prior knowledge about the contexts. So, reading is a process of transforming information. Reading is not only read the passage of the text, but also knows what the actual meaning of a text is. Reading material has been considered as one of primary sources of acquiring comprehensible input and therefore reading has always been a significant aspect of language learning. According to (Nunan, 2003) reading is a process of readers that combine information from the text and their background of knowledge to build a new meaning. The goal of reading is to comprehend. Reading without comprehend the text is useless.

Therefore, teaching reading comprehension is very necessary for EFL students of senior high school to improve their ability in identifying the author's ideas. As one of the receptive skills, it is important for students to master reading comprehension. According to DettyVarita (2017) state that senior high school students should have a good understanding of all aspects of reading such as the main idea, inferences, details and understanding of vocabulary to reach the passing grade for reading comprehension. It means that the purposes of teaching reading skill are to make the students should be able to get general information about a text, identify the main idea explicitly and implicitly, get detail information about a text, and summary by using their own words.

Furthermore, to communicate with other or to comprehend the text in English, the students need to have enough vocabulary numbers. Vocabulary is not only amount of words, but it is a crucial component in the four skills while studying English. Actually vocabulary is also more complex, it is not only knowing the words

and its meaning, but also knowing about how the words sound and how the words are used in context. Vocabulary is like a foundation of a building. Before constructing a building, the strengthen foundation is needed to have a strong buildings itself. As well as a vocabulary, it is important to be learnt since in the basic to developing other skill in order to make ease in learning English. It is also stated by Irmayana, Hasibuan & Siregar (2019) that vocabulary is one of the most important languages aspect to be master.

Rudianto and Mubarak (2018) state that vocabulary mastery has a positive correlation with reading comprehension, it means that reading comprehension skill depends on how much vocabulary the learner master. Having good vocabulary mastery and reading habits important indicators which will influence student's ability and understanding in reading (Riandi,2016). By having a large amount of vocabularies, the students can comprehend and determine the texts well while reading. It means when the readers want to comprehend the text, they have to understand at least some vocabularies as a keyword that sometimes consisted in the main idea of the text in order to understand the whole text. It can be concluded that Students will have problems while reading unfamiliar texts if they have not much vocabulary mastery.

Another problem that affected on students reading comprehension is some of the students had problem in Anxiety. There are some students worried and anxiety in comprehending the text (Zarei, 2014).It is also called as reading anxiety. According to Wu (2011), anxiety is a feeling of strain, fear of something that will or will not happen; discomfort and worry about something bad might be happen.

Anxiety plays a major affective role among the affective factors in second or foreign language acquisition (Brown, 2007). Some of the students are anxious when they see a text in front of them or asked to read unfamiliar text. They tend to spend too much time on things that are not related to the reading activities. For instance, consuming much time on thinking about difficult vocabularies they found during reading and make them cannot comprehend the text well. They may think that the topic of the text is too hard and difficult to be understood. The process of reading then becomes more complicated when students have to read a foreign language text. Then anxious learners may also develop more anxiety if they feel that their behavior is always scrutinized, judged and compared with other students (Ismail, 2015).

It cannot be denied when students show the low interest and have some difficulties in reading for several reasons, because every student has different background knowledge and ability. The correlation between reading anxiety and reading comprehension is that high reading anxiety had a bad impact on reading comprehension (Altunkaya&Erdem, 2017). It means that the level of anxiety would probably affect the level of reading comprehension. So that is why reading anxiety has a correlation with reading comprehension achievement.

Based on the description and expert' opinion above, it can be said that amount of students' vocabulary, reading anxiety and reading comprehension achievement will influence each other. For this reason, researcher conducted this study is to find out the significant correlation among those aspects that conducted in second grade students at SMAN 3 Kota Kediri. This research entitled **“Correlation**

Between Students' Vocabulary Mastery, Reading Anxiety And Reading Comprehension of EFL Student At Senior High School".

1.2 Statement of Problems

Based on the background of the study, the statements of problems of this study are:

1. Is there any significant correlation between vocabulary mastery and reading comprehension of EFL students at senior high school?
2. Is there any significant correlation between Reading Anxiety and reading comprehension of EFL students at senior high school?
3. Is there any significant correlation between vocabulary mastery and reading anxiety of EFL students at senior high school?
4. Is there any significant correlation among vocabulary mastery, reading anxiety and reading comprehension of EFL students at senior high school?

1.3 Objective Of The Study

Based on the statement of the problem above, the general objective of this study is to find out whether students' vocabulary mastery, reading anxiety and reading comprehension have a significant correlation or not among second grade EFL students at senior high school.

1.4 Hypothesis

The researcher build the hypothesis to make the purpose of this study is clear. Based on the problem above, the hypothesis of study can be stated as follows:

- H_A (Alternative Hypothesis):
 1. There is a significant correlation between vocabulary mastery and reading comprehension of EFL students at senior high school.
 2. There is a significant correlation between Reading Anxiety and reading comprehension of EFL students at senior high school
 3. There is a significant correlation between vocabulary mastery and reading anxiety of EFL students at senior high school
 4. There is a significant correlation among vocabulary mastery, reading anxiety and reading comprehension of EFL students at senior high school
- H_0 (Null Hypothesis):
 1. There is no a significant correlation between vocabulary mastery and reading comprehension of second grade of EFL students at senior high school.
 2. There is no a significant correlation between Reading Anxiety and reading comprehension of EFL students at senior high school
 3. There is no a significant correlation between vocabulary mastery and reading anxiety of EFL students at senior high school
 4. There is no a significant correlation among vocabulary mastery, reading anxiety and reading comprehension of EFL students at senior high school

1.5 Significance of The Study

The writer expects that the result of this study can provide useful information for:

1. For students

Students can take some information to identify their problems in mastering vocabulary and reading comprehension and also avoiding reading anxiety to enhance their reading comprehension

2. For teacher

This research is expected to provide for the teachers with the information about vocabulary mastery, reading anxiety and reading comprehension, which the teacher can help the students when they face some problem in mastering all of them.

3. For the next researcher

This research is expected to be a valuable reference in conducting a similar researcher.

1.6 Scope and Limitation

The scope of this study the researcher focused on the correlation between vocabulary mastery, reading anxiety and reading comprehension and limited on the second grade students of SMAN 3 Kota Kediri.

1.7 Definition of Key Terms

In order to have a same idea in concept of this study, the researchers clarify to term that used in this study, as the detail are:

1. The Correlation

It is a measure to determine the relationship of two sets of variable.

Correlation defines as a statistical test to determine the tendency or pattern of two (or more) variables or two sets of data to vary consistently

2. Vocabulary mastery

Vocabulary is various words as one of the most important aspects in a language. It is also a crucial component to mastering the four skills in learning a language which make the learner ease to understanding the word that produced.

3. Reading Anxiety

Reading anxiety is aworried that learners experience while they are reading in their new foreign language. It can cause other problem as a respond of reading anxiety such as body's natural response to be stress, feelingpressure that make not focused and also lost of understanding in reading a text.

4. Reading Comprehension

Reading Comprehension is an act of understanding about what you were read. It is necessary skills for us to understanding the real meaning or message of the printed and written text. The reading comprehension test will include of two reading levels. Those are literal and inferential comprehension. Literal comprehension refers to the readers' ability to find the explicit information. While inferential comprehension refers to the readers' ability to find the implicit information.