

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, research questions, objectives of the study, significance of the study, scope and limitation, hypothesis, and definition of key terms.

A. The Background of The Study

Vocabulary is important when learning English because vocabulary is considered an English brick (Wu Fei, 2012). By vocabulary, the students are expected to be able in speaking, writing, reading, and listening. In addition, vocabulary mastery is considered a very important knowledge required for students who wish to learn a foreign language. Consequently, learning vocabulary has become a major concern in learning a foreign language (Barkat & Aminafshar, 2015). Hamzehbagi and Bonyadi (2015) referred to learn the vocabularies of a foreign language, as a fundamental skill in the course of learning a language.

Besides that Shakouri and Saligheh (2012) stated females will be more active and better in learning language. In their case, female learners were better language learners than male learners were as Zoghi et al (2013) that revealed a significant interaction effect of gender on students' achievement test. Moreover, female learners tend to do less error than male learners did in doing the test that effected to their score in vocabulary test. This was confirmed by Chen's 1996 theory in which stated that female students do consistently score lower error rates and show more improvement over time than do their male classmates. These were

proved by Shadikah (2017) the result of vocabulary learning test the learners did that showed female learners had higher score than male learners got. Besides, female learners were more active than male learners.

According to Ngongare (2020) comprehension is also affected by, for example gender. Female students significantly outperformed their male counterpart in reading comprehension of neutral texts. The other Program for International Student Assessment (PISA) study was carried out in 2006, and again, in all countries, “females obtained higher average scores over males. A world-wide measurement of reading ability was conducted, also by the PIRLS in 35 countries” (Mullis, Martin, Gonzalez, & Kennedy, 2003 as cited in Ngongare 2020). In that study, “the reading-test scores of the females in all the countries are significantly higher than the males”.

Vocabulary mastery is an aspect that is closely related to reading skills (Haryono 2016). Furthermore, many English as Foreign Language (EFL) students have difficulty in making sense of texts they read. They seem to read considerably more slowly in English than in their first language, and feel less confident about reading in English (Handoko, 2014). Therefore, most of the students did not get good scores when studying reading. It means that most of the students did not comprehend the text while they were reading the English text. Based on the statement above, it is obvious that vocabulary takes a crucial role because it is one of the components of language that should be owned in the language learning included in learning English.

According to Hidayati & Siagiyanto (2012) the purpose of reading comprehension is to get information upon a reading text, as well as to comprehend the meaning from words that are already known to increase the student readers' vocabulary. But as the matter of fact, many students face difficulty in comprehending English text and the students still have difficulty in memorizing vocabulary.

Frijuniarsi & Marlianingsih (2016) propose that reading is one of several ways to increase vocabulary and knowledge. By reading, the students will have more knowledge in understanding many kinds of themes and also achieve the good impacts of vocabulary mastery towards listening skill. Furthermore, to understand English reading text the students have to have a good command of vocabulary. This good command of vocabulary will make them fluent in reading and can catch new vocabulary through context. Each word students add to their vocabularies makes them a better reader.

Several studies have already investigated the correlation between vocabulary mastery and reading comprehension. Hayati (2016) analyzed the correlation between Indonesian students' vocabulary mastery and their reading comprehension at the fourth semester of STKIP Dharma Bakti Lubuk Alung. Her research showed that there is a positive correlation between students' vocabulary mastery and their reading comprehension at the fourth-semester students of STKIP Dharma Bakti Lubuk Alung.

Another research from Bahri (2018) investigated the correlation between students' vocabulary mastery and their reading comprehension. Data were

collected from 32 seventh-grade students of MTs Daarul Ihsan. The result of his study is shown that there was a strong correlation between students' vocabulary mastery and their reading comprehension. Abedi (2017) the purpose of the study was to investigate the role of vocabulary knowledge and reading comprehension among Iranian EFL learners. The participants in the study were 50 EFL learners who were selected randomly. The results of the study showed that there was a strong positive relationship between the depth of vocabulary knowledge and reading comprehension skill.

Students' vocabulary mastery and reading comprehension performance have been researched by Manihuruk (2020) his study about the correlation between the samples was taken using the cluster sampling technique, by taking 52 students as the participants. By using Spearman's non-parametric test, there is a positive moderate correlation between vocabulary knowledge and reading comprehension. Yulianti (2020) the purpose of the study is also to get the information and the empirical data about the relation of students' vocabulary mastery and their reading comprehension in guessing words of meaning from the context which was observed and analyzed from the students of the first semester of Senior High School Ummu Rahmah Patumbak. According to the result of the analysis and statistical calculation, there is a correlation between students' vocabulary mastery and reading comprehension in guessing words of meaning from context.

Based on the description of vocabulary and reading above, it showed that vocabulary becomes an important component in language teaching and learning

for the students to get successful in reading. To find out and to get empirical data by tests between vocabulary mastery and reading comprehension to prove the correlation of students' vocabulary and their reading comprehension based on gender differences. By getting the grades, this study tries to find the answer to the correlation among students' vocabulary mastery influencing their reading comprehension between male and female students. Based on the reason above, an interesting title for this study is *The Correlation between Students' Vocabulary Mastery and Reading Comprehension Based on Gender Differences at the eleventh-grade Senior High School 7 Kediri in the Academic Year 2020/2021*.

B. Research Question

In this study formulates the problems are formulated as follows:

1. Is there any significant correlation between student's vocabulary mastery and reading comprehension at the eleventh-grade SMAN 7 Kediri?
2. Is there any significant correlation between male student's vocabulary mastery and reading comprehension at the eleventh-grade SMAN 7 Kediri?
3. Is there any significant correlation between female student's vocabulary mastery and reading comprehension at the eleventh-grade SMAN 7 Kediri?

C. Significances of the Study

This study has some points especially in parts of the language. Therefore to derives the significances of the study into some points, as follow:

1. For the students

This study is helpful for the students who learn English as a Foreign Language (EFL). This study explains the correlation between student's vocabulary mastery and reading comprehension based on gender differences at the eleventh-grade SMAN 7 Kediri. This study gives some contributions to the students to improve their ability.

2. For the teachers or lecturers

This study also gives significance to the teachers or lecturers. Because of this study, the teachers or the lecturers can know the student's vocabulary mastery and reading comprehension based on gender differences. The teachers and the students also can select the available method based on the students' needed. So, the students can improve their ability, especially in their reading classroom.

3. For the next researcher

Besides, this study not only gives contributes to the students, teachers, and lecturers but it is needed for the next researcher. This study is useful for the next researchers who want to conduct a similar topic, especially in relationships. This study also can use as a reference in their study in the same theme or wider area.

D. Scope and Limitation of Study

Scope and limitation of this study to make the study not too broad and make the study reliable and can achieve certain goals expected by the study, this study attempts to describe especially for the student's vocabulary mastery and

reading comprehension based on gender differences at the eleventh grade of SMAN 7 Kediri.

This study focused on 2 classes as the representative for the other students which consist of mean of 34 students in each class. This study analyzed the student's vocabulary mastery and reading comprehension based on gender differences. And this study is limited to the second semester of the eleventh-grade students of Senior High School 7 Kediri. Also, this study will attempt to describe explain the correlation between student's vocabulary mastery and reading comprehension based on gender differences at the eleventh-grade of SMAN 7 Kediri. The analysis is focused on the result of the tests for vocabulary mastery and reading comprehension based on gender differences.

E. Hypothesis

This study is correlational. It has a hypothesis inside. The study sets up the hypothesis into two hypotheses; they are H_0 (Null Hypothesis) and H_a (Alternative Hypothesis) as follows:

1. The hypothesis of the student's vocabulary mastery and reading comprehension.

H_0 : There is no significant correlation between student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

H_a : There is a significant correlation between student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

2. The hypothesis of the male student's vocabulary mastery and reading comprehension.

Ho: There is no significant correlation between male student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

Ha: There is a significant correlation between male student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

3. The hypothesis of the female student's vocabulary mastery and reading comprehension.

Ho: There is no significant correlation between female student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

Ha: There is a significant correlation between female student's vocabulary mastery and reading comprehension at the eleventh grade of SMAN 7 Kediri.

F. Definition of key terms

Definition of key terms is very important in this thesis. It aims to avoid misunderstanding and misinterpretation of words in this study. The writer defines the meaning of the following essential terms as follows:

1. Correlation

Correlation is a synonym for the relationship of two or more things. The relation that this study wants to investigate is the students' vocabulary

mastery and reading comprehension based on gender differences. The correlation or relation study used to ensure two variables that have to connect in this study.

2. Vocabulary

According to Cameron (2001) as cited in Nurchurifiani (2015) Vocabulary is fundamental to using a foreign language as discourse and is essential to practice in it. Without vocabulary, it is difficult for the students' to obtain any kind of news and information that is stated in any printed materials like newspaper, magazine, novel, book, and so on. By having a number of vocabulary, the kind of difficulty will be solved.

3. Reading Comprehension

Reading comprehension is a reading text, as well as to comprehend the meaning from words that are already known to increase the student readers' vocabulary (Hidayati & Siagian 2012).