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CHAPTER I INTRODUCTION

A. Background of the Problem

Reading comprehension is one of the activities of understanding a text.

Reading comprehension is so important because without reading comprehension readers cannot understand the meaning or the message contained in the reading text. It is supported by Klingner et al (2007, p. 2) that reading comprehension is the process of constructing meaning by coordinating a number of complex processes.

As a foreign language learning, Reading comprehension needs many aspects which are needed to be mastered by the students. It means that if students are not able to master the aspects which are needed in the reading comprehension, the students' reading comprehension cannot be running well and effective.

Students in formal education institution in Indonesia learn English. One of it is Junior High School 35 Pekanbaru. This school uses School Based Curriculum. In this school, reading comprehension is aimed to comprehend the social function, the structure of the text, and the linguistics elements from short and simple text. The minimum passing grade of learning English especially for reading comprehension is 78.

But, based on the writer's observation in Junior High School 35 Pekanbaru, students' reading comprehension of narrative text is not satisfying

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yet. It can be seen from the result score of students' reading comprehension, some students have not reached the minimum passing grade yet. Some students still do not understand the text organization of narrative text. They feel difficult to identify the complication of narrative text. They also have difficulties in identifying the past tense verb, and some students are unable to determine the topic and message that contain in narrative text.

Ideally, students in Junior High School 35 Pekanbaru should have had good reading comprehension of narrative text and have reached the minimum passing grade because they have learned it since the seventh grade of junior high school. Conversely, students still confront some difficulties in reading comprehension of narrative text.

In this regard, some of the students know the meaning of words but they have difficulties to identify synonym and antonym of words in reading text. Some students know the spelling of words but they do not understand the meaning of the words. According to Laufer and Geke (2010, p. 15), lexical coverage is important to know the minimal vocabulary that is necessary for sufficient reading comprehension. In addition, Schmitt et al (2011, p. 28) noted that the greater lexical coverage generally led to be better in reading comprehension. It means that if students have large lexical coverage, it will have good impact to their reading comprehension of narrative text. But, the phenomena in the school like do not have any relationship between lexical coverage and reading comprehension.



Based on the problem depicted above, the writer is interested in investigating whether lexical coverage has relationship with reading comprehension of narrative text. This research is entitled: **“The Relationship between Students’ Lexical Coverage and Their Reading Comprehension of Narrative Text at Junior High School 35 Pekanbaru”**.

B. Problem

After conducting preliminary observation at Junior High School 35 Pekanbaru, it is clear that most of the students are still getting difficulties, especially in term of reading comprehension and lexical coverage. To make the problems of this research clear, thus the problems of this research are identified as follows:

1. Identification of The Problems

Based on the problems that have been explained, it is identified as follows:

- a. How is students’ knowledge about meaning of vocabularies in reading comprehension?
- b. How is students’ knowledge in finding the synonym of words in reading comprehension of narrative text?
- c. How is students’ knowledge in finding the antonym of words in reading comprehension of narrative text?
- d. How is students’ reading comprehension in identifying main idea of narrative text?

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- e. How is students' reading comprehension in identifying generic structure of narrative text?
- f. How is students' reading comprehension in identifying language features of narrative text?
- g. How is students' lexical coverage in narrative text for good reading comprehension?
- h. How is students' reading comprehension of narrative text?

2. Limitation of the Problem

After identifying the problems of this research, thus the writer is necessary to limit and focus the research problems on the Relationship between Students' Lexical Coverage and Their Reading Comprehension of Narrative Text at Junior High School 35 Pekanbaru. It is focused on the Eighth Grade of Junior High School 35 Pekanbaru.

3. Formulation of the Problem

The problems of this research are formulated in the following research questions:

- a. How is students' lexical coverage at Junior High School 35 Pekanbaru?
- b. How is students' reading comprehension of narrative text at Junior High School 35 Pekanbaru?



- c. Is there any significant correlation between students' lexical coverage and students reading comprehension of narrative text at Junior High School 35 Pekanbaru?

C. Objective and Significance of the Research

1. Objective of the Research

In general, the objective of this research is:

- a. To investigate about the students' lexical coverage at Junior High School 35 Pekanbaru.
- b. To investigate about students' reading comprehension at Junior High School 35 Pekanbaru.
- c. To investigate the significant correlation between students' lexical coverage and students' reading comprehension at Junior High School 35 Pekanbaru.

2. Significance of the Research

- a. Hopefully, this research is able to give benefit to the writer as a novice researcher in learning how to conduct a research.
- b. These research findings are also expected to be useful and valuable information for both students and teachers of English at Junior High School 35 Pekanbaru to be the future focus of teaching and learning English.

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- c. Besides, these research findings are also expected to be valuable information for those who are concerned in the field of teaching and learning English as a foreign or second language.
- d. Finally, these research findings are also expected to be the practical and theoretical information to the development of the theories of language teaching in general.

D. Reason for Choosing the Tittle

There are some reasons why the writer is interested in conducting this research. This research is motivated by the following reasons:

1. The tittle of this research is relevant with the writer's status as a student of English Education Department Programme.
2. The tittle of this research is not yet investigated by other previous researcher.
3. The location of the research facilitates the writer for conducting the research.

E. Definition of the Terms

There are so many terms that are involved in this research. In order to avoid misunderstanding toward the terms used, thus, the following terms are necessarily defined as follows:

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1. Correlation

According to Longman Dictionary of Language Teaching & Applied Linguistics (Richards et al, 1992, p. 89), correlation is a measure of the strength of the relationship between two sets of data. However, in this research the term correlation refers to the design of this research to correlate two different variables (Independent and Dependent Variable). Independent variable (X) refers to the students' lexical coverage in reading text and variable Y refers to students' comprehension in reading at Junior High School 35 Pekanbaru.

2. Lexical Coverage

According to Marcella Hu Huand Paul Nation (2000, p. 408), lexical coverage is the percentage of the number of words known in the text divided to the total number of words in the text. However, in this research the term lexical coverage refers to the percentage of words known in a text by students at Junior High School 35 Pekanbaru.

3. Reading Comprehension

According to Longman Dictionary of Language Teaching & Applied Linguistics (Richards et al, 1992, p. 483), reading is the processes by which the meaning of a written text is understood. And the understanding that results is called reading comprehension. It means that reading comprehension will make reader demand the connections between

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information contained in the message and the purpose of the reading. However, in this research the term reading comprehension refers to the students' reading comprehension at Junior High School 35 Pekanbaru.

4. Narrative Text

Narrative text is a kind of text having social function to amuse, entertain and to deal with actual or vicarious experience. According to Barwick (2006, p. 4), narrative text relates a realistic, imagined or fictitious story in order to entertain or amuse the reader. However, in this research the term narrative text is a kind of text that writer used to measure the capability of students' reading comprehension at Junior High School 35 Pekanbaru.